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ABSTRACT

The 16 papers which make up this volume of conference proceedings are related to the general theme of providing classroom instruction which will meet the needs of all individuals in the classroom. Four major areas with which the conference was concerned are (1) the nature and extent of differences, (2) diagnosis as a blueprint for action, (3) strategies for teaching, and (4) affective factors which in the final analysis determine how well children learn. Among the speech topics are using classroom management strategies, creating tastes and interests, teaching study skills and content reading in various secondary school subjects, and diagnosing through looking at total behavior. References for some papers are included. (MS)

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READING 1970

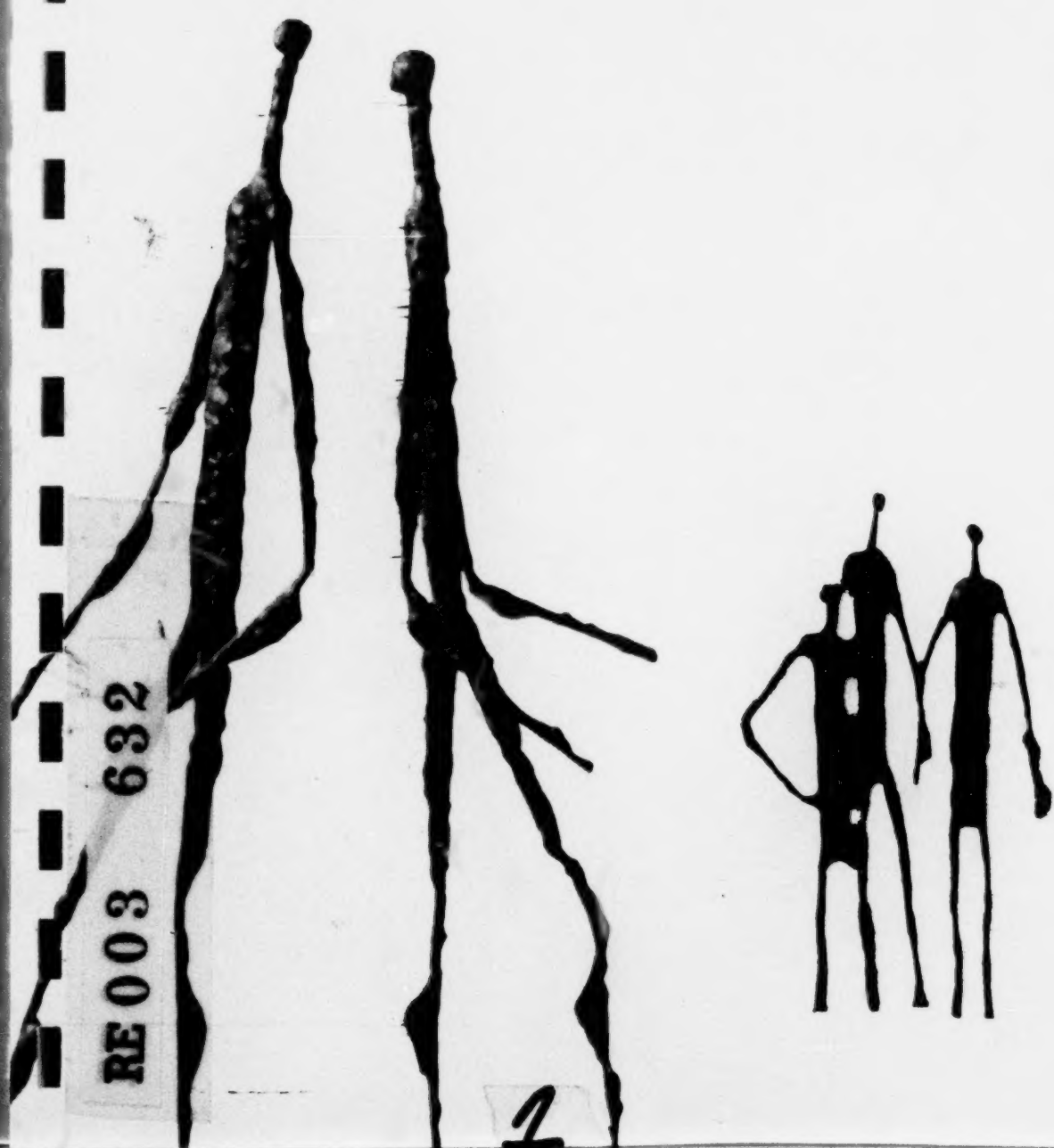
THE CHALLENGE OF DIFFERENCES

The Reading Center • College of Education

3rd ANNUAL CONFERENCE

JUNE 10-12, 1970

Memphis State University



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READING: 1970
The Challenge of Differences

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The Reading Center
College of Education
Memphis State University

TABLE OF CONTENTS

Participants in the Conference.....	iv
Introduction.....	vi
<i>Sophia Brotherton</i>	
The Problem and Challenge of Differences	3
<i>Donald Cleland</i>	
Is Reading For Real.....	8
<i>M. Jerry Weiss</i>	
Strategies For Teaching Reading	20
<i>Lynette Gaines</i>	
Diagnostic Teaching	24
<i>Claire Henry</i>	
Diagnosing Through Looking at Total Behavior	34
<i>Harry B. Miller</i>	
Adapting Graded and Multi-Level Materials to Individual Needs	38
<i>Claire Henry</i>	
Decoding In Proper Perspective.....	45
<i>Robert Kaiser</i>	
A Directed Reading Lesson, Classroom Management, Meaningful Independent Work	51
<i>Claire Henry</i>	
Total Group Involvement	61
<i>Patricia Mahaffey and Sue Vine</i>	
Creating Tastes and Interests in Reading	68
<i>J. David Hill</i>	
The Common Study Skills For All Disciplines.....	76
<i>Harry B. Miller</i>	
Developing Study Skills In the Secondary Schools	79
<i>Robert Kaiser</i>	
Teaching the Essential Reading Skills In Science	82
<i>Sister Rosa Maria Mattingly</i>	
Teaching Essential Reading Skills In English	95
<i>Sue M. Batten</i>	
Anxiety As An Affective Factor In Reading.....	103
<i>Shirley Lupfer</i>	
Cooperative Planning: A Key to a Successful Reading Program.....	109
<i>W. Elzie Danley</i>	

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READING: 1970
THE CHALLENGE OF DIFFERENCES

Sophia C. Brotherton, Editor
Memphis State University

This Conference has been concerned with four major problems: the nature and extent of differences, diagnosis as a blueprint for action, strategies for teaching, and affective factors which in the final analysis determine how well children learn.

In these discussions it has been suggested that part of the function of the school is to increase differences among individuals; and that these differences, if approached positively, can provide one of the most exciting and challenging aspects of teaching. The implication has been that all of us can and must cultivate a diagnostic point of view as we teach. This means, among other things, that we attempt to understand rather than blame inadequate performances; that we seek to get at causes behind inadequate reading and then adapt our materials and methods to children as we plan our strategies for teaching.

Some of us, as educators, may be more competent than others, since we must accept the fact of individual differences among teachers. However, even if we lack some skills in adjusting to differences, we can still do an effective job if we are sympathetic and understanding because children and young people respond to teachers who are interested and concerned and who attempt to provide them with instruction which they need. If we truly accept our students for what they are, if we like them for what they can do, and if we help them do what they cannot do, we have gone a long way toward coping with the challenge of differences.

The pages which follow are a report of the proceedings of the conference. Not all of the conference staff submitted manuscripts; others were taken from tape and in these cases some liberty was taken with the editing. It was felt by the participants that this effort by Memphis State University to bring together educators who are concerned with children and the reading process was worthwhile.

PROCEEDINGS OF THE CONFERENCE

THE PROBLEM AND CHALLENGE OF DIFFERENCES

Donald Cleland*
University of Pittsburgh

Before I talk about differences in children, I would like to talk about the reading process. Perhaps it is carrying coals to Newcastle for me to define the reading process but I'm giving the definition for the simple reason that it will form a backdrop for my discussion. I like to think of reading as a cognitive process in which we perceive and order our environment. That's an overall definition, broad in scope. Please note that I said it is a cognitive process, a thinking process. Please note also that I said it is a process of perceiving our environment. This can include the book that we are reading, the situation that we are observing, the object that we are examining, the relationships that we see. Please note that I said that it is ordering our environment. By this, I mean that we organize our environment into a meaningful pattern that is largely determined by our own background of experience. This background becomes a readiness step to the actual reading of the printed page. I do not believe that we have any right to ask children to read a passage from a book unless they have the language facility that is consonant with the material they are going to read. They must have this aural-oral language facility as a readiness step.

Now, I should like to define, secondly, a word. There are many perplexing questions which we can ask others and which we can ask ourselves. One is, what is a word? This seems to be a simple question; yet, it is fraught with many difficulties and complexities. We must remember that words are words, and things are things, events are events, situations are situations, relationships are relationships, and words, either graphic or linguistic, are related to these as each of us relates them individually. Thus, the words that we use are as individualistic as we are individuals. I'm often reminded of what Humpty Dumpty said in *Alice In Wonderland*, "When I use a word, it means exactly what I choose it to mean, neither more or less."

Have you ever stopped to consider the importance of language in this affluent society of ours? Have you ever stopped to consider that

language is the only means by which you and I can construct a view of reality and existence? Have you ever stopped to consider that language is the only time machine that man has? Language enables us to reconstruct the past, record the present, and predict the future. What a wonderful thing we have—language! It is the most remarkable, specific performance that man has learned in all his history. And within our hands lies the challenge of differences. You and I have the opportunity to structure learning experiences so that our children will construct a more valid view of reality and existence than did our predecessors. And certainly, I do not need to emphasize the fact that in these trying times of ours we need people who can build a valid view, a valid understanding of reality and the environment.

As we consider differences in children we know that human variability is no new concept in education. Plato wrote and stated that he recognized the existence of variability and constructed tests to measure traits important to the military. Cornelius also treated human variability and exhorted teachers to adjust materials and methods accordingly. Rousseau advocated a tutorial system so that each child could advance at a rate commensurate with his growth patterns. Contemporary writers have joined in this chorus. Olson, a recognized authority in child development, has said that children differ in the way they grow and contemporary schools must adjust to these differences. These writers are expounding a philosophy of education which means that we must take each child as he is and help him to grow in a direction and by a process which is socially desirable and personally satisfying. These writers are expounding a philosophy of education we have given lip service to for decades. We recognize that variability of one of the laws of nature yet do we honor and cherish these differences? Do we direct a reading, learning environment that provides for different learning rates and problems manifested by our students?

Let us examine some of the variabilities we find in nature. They may or may not be related to reading, but this will illustrate my point. The chemistry of the human body would be a good starting point. Some people have twice as much phosphate concentration in their blood stream as others. The weight of the thyroid gland of one person may be six times that of another. And finally, in a facetious tone, it would take eight times as much alcohol in the blood of some people to make them drunk as others.

We also find great variability in the intelligence quotients of children. Of the 2,970 children under whom one of the revisions of the Stanford-Binet Intelligence Test was standardized, a range of variability and I.Q. from 35 to 170 was found. It is interesting to note that children of age twelve manifest a greater variability in intelligence than do seven year old children.

Variability in reading achievement also supports our law of variability in human development. Let us look at the range of scores at particular grade levels. At second grade you may find ranges from 1.3 to 3.8; third grade 1.4 to 5.0; at fourth grade 1.7 to 6.5; and so on to the sixth grade level where we find a range from 2.5 to 9.5. The range becomes wider as children move to higher grade levels, showing a variability of seven grades at sixth grade level while at the second grade level the variability was a little over two grades.

A variability in visual skills is also manifested by children. Park and Burry have published data on the incidence of various visual factors from the kindergarten period through the eighth grade. Although the numbers in each group were small, we can still draw some inferences from the facts. While over 50% of the children in the primary period had below 20/20 vision, approximately 20% to 35% had below 20/20 vision in the elementary and junior high school grades. Good fusion increased in percentage from fifty-four in the pre-reading period to approximately eighty in the junior high school. There was a noticeable increase in stereopsis also, showing an increase of almost 60% over the same period of time. It must be pointed out that the increase in ocular skills was due, more than likely, to maturation.

The alert and perceptive teacher is aware of these differences. Much has been written about the uniqueness of the individual. Except in the case of identical twins, when one fertilized egg divides and gives rise to two individuals, no two children are alike. Some children are taller than others; they differ in weight, in dental age, carpal age, mental age, and grip age. These concepts have been advanced and defined by Olson. They also differ in emotional maturity and stability. In some children we will find hyper-active thyroid glands which regulate metabolism. A hypo-active pancreatic gland may result in sugar

diabetes. A hyper-active pancreatic gland may also produce the opposite effect, hypoglycemia, an abnormal condition of the blood characterized by a decreased amount of sugar. This is an area which I think will receive more attention in the future. People who are sugar diabetics have a hypo-active pancreatic gland. The pancreatic gland does not generate enough insulin to reduce the blood sugar to an appropriate level. By the same token, some people may have a hyper-active pancreatic gland which generates too much insulin thereby reducing to a critical level the blood sugar. So we may find in our schools, children who have this hyper-active pancreatic gland. The blood sugar is reduced almost to the critical level, and they can become apathetic, lethargic, and can miss a very important point in the learning process. We may have a tendency to say that such children are not paying attention, whereby they might be approaching what we refer to as insulin shock. In other words, the blood sugar is reduced so low that they are almost inactive.

As is well known, children vary in auditory acuity. Damage to the auditory sense is characterized by better hearing for low frequency than high ones. Vowels are, in general, low in frequency and consonants are high.

A well-balanced educational diet must be provided for each child; a diet which is both nourishing and palatable. If the human body grows and develops in proportion to the nourishing food it receives, food that is prepared with skill and served in a gracious manner, then does not a child grow in language facility according to the fare provided? Educational experiences must be planned with skill and directed in a professional manner. I cannot overemphasize the educational climate. It should foster independent effort on the part of the child. I have seen instances where there was too much emotional involvement so that the child became more and more dependent upon the teacher. Such an emotional involvement inhibits rather than fosters independent work habits. We should cherish these individual differences we find in children. We must meet the challenge which they present. To cherish them is to nourish them; to provide and to direct the appropriate reading, learning environment. The individual differences that children have, both inter- and intra-, are the products of nature and nurture. A large portion of the nurture you shall provide. The challenge is clear. What nobler, more honorable, or more rewarding profession could you chose?

IS READING FOR REAL?

M. Jerry Weiss
Jersey City State College

THE OVERTURE: SO YOU CAN'T GO HOME AGAIN?

To understand this most humble presentation, please allow me to introduce myself. Born April 16 in Oxford, North Carolina, and, then, shortly thereafter, came the depression. We lived a few years in Chapel Hill, and I fell in love with people, hush puppies, fried chicken, and the things that really count in life. We moved to Pennsylvania, and my father looked for work in city after city, and these were the years of my great loneliness. Disgusted with education, I quit high school in my senior year and joined the U. S. Navy, and went to war in the Pacific. I grew up with death all around me, and I was more than ever determined to live and to strive for peace. I was going back home and to school; and, so, after one year in a junior college in Hershey, Pa., I transferred to Chapel Hill, and I lived in the sunshine of friendships in my age of past youth filled with "hey, how-you-days!" and "people-who-love-people" moments which have influenced my attitudes and behavior ever since. It was at Greensboro College I met my wife and have lived happily everafter ever since.

Now, father of four—
Feeling both fabulous and futile—
In an age of conflicts and constant contests
To prove the inequality and unnatural superiority of individuals,
races or nations—
Each child has offered me a new edition of my beloved Dr.
Spock.
Their differences allow me to endure and to be endured;
To each I am a different love at a different time of need—
I am a form of security as they seek more independence—
They will get away with as much as I will allow—
And then they offer tantrums and tears in a final test of power;
I hurt inside.
They offer me life and love;
Their conversations are filled with the synthetic facts of
school-made truths and frustrations—
"Do you know what Miss Brown made us do today?"

*Printed through the courtesy of the North Carolina Council, IRA, Proceedings,
Second Annual Convention, Durham, North Carolina, January, 1970.

"Mr. Hayes got so mad at us that he gave everybody three extra pages of homework."

"And then Mrs. Oglethorpe threw this test at us, right out of nowhere. I got 58; nobody got above 76. And you know who got that? Her son. . . ."

Yes, each child's Learning is as instant and as constant as the text or workbook lasts—

Their teacher, sincere and dedicated, occasionally forgets the psychology and human insights one regurgitated to fill the requirements for degrees and certification;

And in their places are curriculum guides which structure my four children for me—

And success is measured by unscarlet letters printed neatly in rows according to the season's demands.

Great writers have described my children for me in many ways:

Novalis says: *CHILDREN ARE HOPES.*

Emerson reminds me: *CHILDREN ARE ALL FOREIGNERS. WE TREAT THEM AS SUCH.*

Jean de La Bruyere speaks: *CHILDREN THINK NOT OF WHAT IS PAST, NOR WHAT IS TO COME, BUT ENJOY THE PRESENT TIME, WHICH FEW OF US DO.*

My children sing "This is the Age of Aquarius. . . ."

My generation still finds too much soul in "Stardust". . . .

My children sing "Up, Up and Away". . . .

My generation lingers on to "Moon River," not really sure that we've reached the Sea of Tranquility!

And so I speak of children—and I listen to the sounds of hippies, yippies, inner-city youth, suburbanites, rural youth, yellow youth, black youth, white youth, red youth, rebellious youth, reluctant youth, turned on youth, turned out youth, and more and more and more.

And as I listen, I learn; I wonder . . . and then I feel that Montaigne was so right when he wrote: "There is an ABC ignorance that precedes knowledge and a doctoral ignorance that comes after it."

Mark Twain reassures me with his words: "I would rather have my ignorance than another man's knowledge, because I have got so much more of it."

GAMES TEACHERS PLAY: SHOW AND TELL

And so I begin with my feelings for I find children and reading are emotional experiences for me. The great philosopher Alfred North Whitehead once noted: *INTELLECT IS TO EMOTION AS OUR CLOTHES ARE TO OUR BODIES. WE WOULD NOT VERY WELL HAVE CIVILIZED LIFE WITHOUT CLOTHES, BUT WE WOULD BE IN A POOR WAY IF WE HAD ONLY CLOTHES WITHOUT BODIES.*

(Of course, I don't know what Mr. Whitehead would have said if he had seen *I AM CURIOUS YELLOW* or *OH, CALCUTTA*.)

By regarding the most significant aspect of reading as the mastery of skills, we have created for many a reading gap. I need not describe the shame I feel when I meet a good teacher whose greatest achievement is a test score, and then I hear this brilliant statement: *MOST OF MY STUDENTS ARE PURPLE POWER BUILDERS.*

How many tomorrows must I continue to visit schools where I see so many children being flashed to death at a twentieth or thirtieth of a second, courtesy of one of our educational devastational laboratories. I won't discuss the cost of this nonsensical equipment, but don't be embarrassed when someone asks such teachers, "How many books are in each teacher's room?" And what kinds of books? Workbooks! The real guts and emotional stuff—filled with blanks for even more blanks to check and record the blankety blankety grades in.

And then I ask how? Why?

One walks away with such questions, perturbed, disturbed. . . .

I am left with the absurd reminder: *THIS IS OUR SYSTEM*. It is orderly; field-tested; complete with manual and audio-visual aids; and, of course, in ever-living, loving color.

Who could ask for anything more?

And now I read to you from Larry Cohen's article, which appeared in the December 27, 1969, issue of *SATURDAY REVIEW*, Page 8:

According to the headliner of an article that appeared late last May in *THE NEW YORK TIMES*, buried with the film advertisements on page 36, "Young Writers Say They Don't Read." The five interviewed authors, all of whom were respectably under thirty, announced that they rarely if ever opened a book. "It's just easier to go to a movie and let it all wash over you," one of them said. . . . Reading was regarded as an academic pastime, and most books were relegated to the level and enthusiasm of a chore. The article came to an abrupt close with one of those statements that must have chilled the warmest hardbound heart. One of the young writers, Sally Grimes, who had previously spent some time composing obituary notices for the *PHILADELPHIA BULLETIN*, committed her own cool piece of manslaughter by concluding: "I find I'm reading less and less. I really don't know why."

This is one of the articles in that issue which deals with the theme: "The Art That Matters: The Film Scene."

Are my defenses up? What do I feel? Are these writers wrong? Yes, dear God, Mr. McLuhan is alive and well throughout the world!

Softly, I tiptoe into my children's rooms at night. And as each child sleeps, I watch the breath of life and all is peaceful. No false tests

disturb or attempt to describe these dreamers. Each child's face causes me to ponder:

Who are these strangers in my paradise?

What do I really know of their inner and outer worlds?

How constant are their attitudes and interests?

What do they really feel about sex, drugs, Viet Nam?

What fears do they have?

How do they relate to others?

How secure are they in new situations?

Can they see and hear what others experience?

And what experiences do they most remember and cherish?

Do they belong and feel wanted?

What will they create in their lifetimes?

Where is each one's real talent?

What skills do they have and can apply quite readily?

Do we have values in common?

Does any teacher know the answers to these questions?

Does any teacher know my children?

And as I walk from bedroom to classroom, I can't discard these questions from my heart. Each student's face reveals his experiences, his concerns. Some speak because they have come to trust me.

Some write, and I find clues to build upon.

Listen to this essay which appears in the new Avon Book: *HOW OLD WILL YOU BE IN 1984?: EXPRESSIONS OF STUDENT OUTRAGE FROM THE HIGH SCHOOL FREE PRESS*, edited by Diane Divoky.

Why do kids gripe so much about high school? Sure, it has its bad sides, but have you ever considered the good it does you?

Where else but in high school can you encounter the System in action and take a good three years studying its bad points and figuring out a workable plan for getting around it?

Where else can you find tangible proof, simply by contrasting school with the real world, that there actually is another and better side to this life?

My feelings? Outrage? Insecurity? Injustice?

Then someone sent me this article, entitled "Perspective," by an unknown author:

Dear Mother and Dad:

Since I left for college I have been remiss in writing and I am sorry for my thoughtlessness in not having written before. I will bring you up to date now, but before you read on, please sit down. You are not to read any further unless you are sitting down. Okay?

Well, then, I am getting along pretty well now. The skull fracture and the concussion I got when I jumped out of the window of my dormitory when it caught on fire shortly after my arrival here is pretty well healed now. I only spent two weeks in the hospital and now I can see almost normally and only get those sick headaches once a day. Fortunately, the fire in the dormitory, and my jump, was witnessed by an attendant at the gas station near the

dorm, and he was the one who called the Fire Department and the ambulance. He also visited me in the hospital, and since I had nowhere to live because of the burnt out dormitory, he was kind enough to invite me to share his apartment with him. It's really a basement room, but it's kind of cute. He is a very fine boy, and we have fallen deeply in love and are planning to get married. We haven't got the exact date yet, but it will be before my pregnancy begins to show.

Yes, Mother and Dad, I am pregnant. I know how much you are looking forward to being grandparents, and I know you will welcome the baby and give it the same love and devotion and tender care you gave me when I was a child. The reason for the delay in our marriage is that my boy friend has a minor infection which prevents us from passing our pre-marital blood test and I carelessly caught it from him.

I know that you will welcome him into our family with open arms. He is kind, and although not well educated, he is ambitious. Although he is of a different religion than ours, I know your often-expressed tolerance will not permit you to be bothered by that.

Now that I have brought you up to date, I want to tell you that there was no dormitory fire, I did not have a concussion or skull fracture, I was not in the hospital, I am not pregnant, I am not engaged, I am not infected, and there is no boy friend in my life. However, I am getting a D in History and F in Science and I want you to see these marks in their proper perspective.

Your loving daughter,

Susie

Such books as Stephen M. Joseph's *THE ME NOBODY KNOWS* (Avon), Richard Lewis' *MIRACLES: A COLLECTION OF POETRY WRITTEN BY THE ENGLISH SPEAKING CHILDREN OF THE WORLD* (Simon and Schuster), *WRITE ME A POEM, BABY*, edited by H. Allen Smith (Avon) contain writings of children and feelings of children expressed in their own words.

Each child has his language and his life. What man-made test provides for these differences?

Each child has his natural right for being? What education/reading system develops this?

Each child has his own special sounds which reach him, stimulate him.

What listening post unleashes him?

Try as we may, some of us can't break the hang-ups of yesterday.

Some of us reading teachers lived in the ex-boiler rooms with kits and scopes and assorted skill-killers. We excelled in phonics, but where was the fun? We had plenty of blanks, but where were the books? We had plenty of exercises, but what stimulated emotions—laughter, love, sadness' glory?

Reading specialists have moved from ex-boiler rooms to well-furnished incinerators. Too many are being scalded by the challenging numbers of children who can't or won't respond to teachers' best efforts. We have the culturally deprived and the constant threats of more drop-outs, and the crosses and stars of David are being seized with greater fervor in desperate appeals for heavenly guidance.

But the would-be saints in the reading field haven't caucused since basals, *ITA*, *EDL*, Words *IN COLOR*, etc., have lost, for so many, their messianic influence.

We mortals have learned that children are people, not programs.

We've learned that reading is really not a separate subject. The propaganda from publishers is losing its effect as we learn that children can't be scoped and sequenced, nor can reading instruction. For this nation of proud and unique regions admires and respects the special dialects and experiences of Northerners, Southerners, Easterners, and Westerners, from sea to shining sea. And the Dicks and Janes of Merry New England get "madder" and "modder" as they venture into

Reaganland, where everything happens, for the best or worst. Yes, Virginia, there is a Watts, and you are right when you wonder if the color-me-brown books add anything to the dignity of man.

And we've played our political games so well, that mankind now knows what assassins are capable of achieving by destroying those who cope with impossible dreams.

We've learned that history, science, business education, industrial arts, music and art use print. And we now know that reading instruction must involve all subjects at all levels to be effective.

And reading teachers should not work alone in their little cubicles, but should now move freely and courageously and creatively from classroom to classroom, helping each teacher therein to be more effective, more flexible in providing for the differences of children.

We need to replace the rigid, listless, lustless texts with those wonders of the multi-media age. Movies, filmstrips, transparencies, video-tapes, television programs, newspapers, magazines, records, etc., as well as books, can be used to develop a well-informed, curious, and active and creative learner.

"LAUGH-IN" is not a threat. It is a springboard to a meaningful learning experience on the nature and values of humor. Look at all of the wonderful books on humor available as an immediate follow-up to a discussion on what makes man laugh.

A movie such as *THE GRADUATE* raises many questions about the effectiveness of education. Have you read any of the following books by modern critics of education:

George B. Leonard's *EDUCATION AND ECSTASY* (Delta)
Paul Goodman's *COMPULSORY MIS-EDUCATION* (Vintage)
John Holt's *HOW CHILDREN FAIL* (Dell)
Jonathan Kozol's *DEATH AT AN EARLY AGE* (Bantam)
Herbert Kohl's *36 CHILDREN* (Signet)
Nat Hentoff's *OUR CHILDREN ARE DYING* (Four Winds)
Robert Coles' *CHILDREN OF CRISIS* (Dell)

Such writers have forced me to re-examine my established ways and efforts.

But I, as a teacher, in getting to know my children, must also know books.

I must know many kinds of books for many moods, many interests, many purposes. I must first guide these children into books through which they can succeed in finding emotional and personal meaning. Then I must free my students to talk, to react, and let each discover his own truths in his own poets and histories of mankind.

And in my own reading, I find more people and more insight:
What books have helped me to grow?

RED SKY AT MORNING (Pocket Book) reminded me that adolescents can laugh and adjust better than some parents. (by Richard Bradford)

TELL ME THAT YOU LOVE ME, JUNIE MOON (Popular Library) made me aware of the world of the handicapped and the strengths they have in spite of it all. (by Marjorie Kellogg)

THE TWO OF US (Popular Library) spoke of no generation gap, but of how a war brought a Jewish child and a Catholic benefactor closer together for peace and humanity. (by Claude Berri)

TUNED OUT (Dell) took me on the wrong kind of trip, and realistically and significantly helped me to see why some feel they must do what they do . . . and few live on to regret it. (by Maia Wojciechowska)

THE OUTSIDERS (Dell) told me that teen-agers have feelings. Their worlds are representative of their own perceptions and experiences—violence, compassion, a need to communicate on their own terms. (by S. E. Hinton)

I'M REALLY DRAGGED BUT NOTHING GETS ME DOWN (Dell) raised many questions about the rights of the individual youth in

a modern society—filled with confusion and a genuine searching for ways to survive in a free society. (by Nat Hentoff)

Writers such as Eldridge Cleaver, James Baldwin, LeRoi Jones, Langston Hughes, Malcolm X remind me of man's injustice to man and reawaken within me a social conscience which must lead to action now and not tomorrow.

Edward De Bono, in his new book, *THE MECHANISM OF MIND*, (Simon & Schuster) points out that for a long time ideas have outlived people; now people are outliving ideas.

And I read, and I think, and I search. . . .

And there are satisfactions. I am still curious. . . .

My teachers and my students have helped me to gain an appreciation for living and for studying and for doing.

Reading is much more than what we have made it out to be for so many who can read but now who don't. I have learned that with insight about my students and a deep sensitivity to their needs and interests and concerns, I have an educational responsibility to help children to grow in and through their experiences with me and their other teachers.

Real reading takes place when reading is not fragmented, a series of fragmented skills. Content and pleasure and success reinforce the teacher's effort.

Reading is personal and emotional, and just as I reveal the impact of certain experiences to others, if I provide the freedom and the time, they might share parts of their experiences with me. And we motivate each other without the benefit of think and do scratch pads.

Yes, children are different individuals. How many schools provide for these differences? Too much concern about architectural structure, tracking devices, general abilities grouping without insight into the real worlds of children and reading, test scores, stanine keeping, leaves little time for the practical teaching curriculum matters, where the child, and all we know about him, are the focal points for experimental and

creative teaching in this twentieth century for the men and women of the twenty-first century.

FINALE: YOU'VE MADE ME SO VERY HAPPY

I have returned home again. The philosophy of life instilled within me has now become a heritage of love and understanding.

A love of humanity—the individual, the family, and a free society. Books have helped here—when I have faced illness, birth, death.

A love of freedom—where each child can develop to his maximum potential as a creative and active citizen of the world.

Books have helped here—for many struggles in man's history is filled with the causes of justice and equality for all.

A love of learning—where each child can learn the skills and use them wisely in becoming critical thinkers, sensitive to the nature and value of language, aware of the modern technological advances that can change humanity into a more communicative, pleasurable, profitable, healthful experience for all. (Books have given me independence in my search to know, to grow, to live, to love, to care.)

A love of life—where individuals can appreciate every precious moment of living. And when Emily asks in Thornton Wilder's *OUR TOWN*: Do any human beings ever realize life while they live it?

The Stage Manager replies: The saints and poets, maybe they do some.

And on one day, with peace throughout the world, all teachers and students are saints and poets. And things that count will count . . . and not the trivia that destroys a child's hopes and dreams.

And on that day we shall be **ONE** throughout the world . . . with love, understanding, and insights.

Then reading shall be real for mankind. . . .

According to the Book, Amen.

STRATEGIES FOR TEACHING READING

Lynette Gaines*

University of South Alabama

The whole area of strategy in teaching is a challenging one. We can be effective teachers if we are aware of the problems and challenges that require strategies, if we have a blueprint or design for action and then if we operate from a vantage point that would make the action relevant.

What do we want in the reading program? What are some of the things at which we look if we are to consider strategies in teaching? As I am privileged to go in and out of classrooms and as I try to keep up with the literature, I find a number of areas in reading in need of special strategies. However, I shall limit myself to only five in this presentation as we think about teaching in such a way that children reach maximum growth in reading.

In the first place we should be certain that students have the opportunity of moving toward independence and maturity in reading. Here is an area where we need some real techniques, some real intervention. Many of us may not fully agree on what represents sequential growth in reading—and the linguists have not helped us very much either. Others, who are suggesting innovations, are placing more and more responsibility upon teachers in the area of sequential growth. I find helpful a chart of sequential skills found in Strang, McCullough and Traxler's book "The Improvement of Reading." It's a good chart even if it's getting a little old. The point is that our programs must be carefully sequenced and the extent to which this is not done increases the responsibility of the teachers. In all our programs at all levels there is a need for total faculty strategy in blueprinting for there is a need for a look at how we feel students should move through the reading program as such.

It seems to me, also, that in terms of our own preparation there is need for a kind of personal programming in the whole area in terms of both word attack and comprehension skills. Let me mention one rather old book that might be quite helpful if you wish to think through maturity and reading. Gray and Rogers, in their book "Maturity in

Reading," did a study on good readers and from this they were able to indicate some of the characteristics of a mature reader. As I read these characteristics I realize what Strang, McCullough and Traxler meant when they indicated on their chart that there are many skills still left to be developed at the adult level. You and I, as teachers, need to check and re-check to be certain that we are the carriers of maturity in reading. In this general area of movement toward independence in reading there is need for our looking again at how we see developmental reading and then considering what we must do to ourselves as teachers in our attempt to meet the challenge of individual differences.

The second point I should like to make is that reading must be effectively coordinated and integrated with listening, speaking and writing. I would suggest that you and I need to work toward developing many strategies for doing what the linguists are suggesting, particularly for disadvantaged and limited groups, in bringing the spoken language closer to the more or less standard English used in most of the basal readers.

In order to illustrate a strategy in this area let me move to specifically vocabulary development. As you know, we do have the four vocabularies: listening, speaking, reading and writing. When we work with students and vocabulary, we need to keep in mind that students may be able to use some words in reading and listening and that they may not be ready to use the same words in speaking and writing. When we make a blanket assignment such as "When you finish reading, use all these words in sentences," we may be violating what we know about vocabulary development. If you and I had the right kind of reporting to the next teacher in this area we might keep a little notebook to be passed on where we list certain words that might be promoted with the children at the next level. One list might be words that students have learned to understand through listening, another words they have learned to recognize in print with a suggestion that at the next grade level they might be ready to use them in speaking. It might not be until even later that these same words are ready for use in writing.

Let me go to my third point which deals with the area of teaching and using reading flexibility in the content areas. Let me tell you of one strategy that worked fairly well for me. I went into one school where

the youngsters were "rigid" in reading. If you asked them to tell you what the material was about they would attempt to memorize. They referred to the book as "it." The teachers were concerned and asked if I could help the students look at content with a little more animation. I remembered something that I learned years ago from a book where the author said that as individuals we act, we think and we feel. At upper levels when we write about what our actions have been we call it narration. When we write about what our thoughts or ideas have been we refer to it as expository material; and when we get into the area of feeling we speak of this as lyricism. I suggested that these teachers develop this concept with their children; and that after the concept had been developed then get material that these children could read and help them identify the kinds of material according to the author's purposes. In this way these boys and girls and your students can get the idea that when reading they are communicating with a writer who writes with certain purposes in mind.

My fourth point deals with personal reading, an area in need of real strategy. Personal reading must become a viable activity in the lives of learners and teachers. Many of us need to give ourselves a personal course in children's literature. As teachers, we have to know books. We have to know characters. We have to be able to say to a youngster, "If you don't understand the Revolutionary War, think a little bit with Johnny Tremain." "If you don't understand this part of the history of the west, let Caddy Woodlawn walk with you a little while."

I think one of the main things needed in the area of personal reading is that the classroom teacher not leave it all to the librarian. The librarian does a good job but the classroom teacher has to be the carrier—for many boys and girls need to be taught how to sit down and read a book; in fact, many youngsters with whom I have associated most of my life do not have an adequate place to sit and read a book. For this and similar reasons I hope and believe that schools will open their doors long beyond 3:30 and 4:30 p.m. where children can come in and sit down and read books. Many stories need to be taped, put in the library and cherished like books so that personal reading and listening becomes a part of the lives of both abled and disabled readers.

My final strategy deals with diagnosis, prevention and remediation of reading disability. In many of our classrooms we have

not used the reading teachers to our best advantage. I feel that the reading teacher of the next decade will be one who spends some time in the reading clinic but even more time helping the classroom teacher continue what was done in the clinic in the classroom situation.

It seems to me, too, that we in the South particularly need to be very careful about teaching to mediocrity. In too many instances we have become so concerned with certain segments in our classrooms that we might not have realized that many of our students at upper levels are not at expectancy. If we are truly going to meet the challenge of differences, we must realize that all students need attention and challenge. There is much more need for stretching, not frustrating, those boys and girls who are able to move to that height. Interestingly enough, when the top moves, the bottom tends to come up too. When bright students have been challenged and taught well they often, in turn, become the best teachers in the class.

In conclusion, it is the teacher who makes the difference as she uses what she knows about children, what she knows about the reading process and what she knows about materials and methods. She then plots her strategies in terms of individual differences which are always part of the challenge and problem of good teaching.

*Some liberty was taken with the editing of this speech since it was transcribed from tape.

DIAGNOSTIC TEACHING

Claire Henry
Memphis State University

INTRODUCTION

The concept:

The classroom teacher must be able to plan and to carry out a program in reading which is based on her own continuous analysis of the reading strengths and weaknesses of the individuals in the classroom. She must teach what children need to know.

Confusions about the concept:

Constantly changing considerations of causes and symptoms relating to the causes of reading difficulty confuse teachers, who may, without caution, be led to believe that most of their children are caught up in some mysterious syndrome which requires "special" help. Accompanying this are the widely varying types of materials and approaches, being currently promoted, which may lead the conscientious teacher through frantic efforts to learn new symbols, colors, patterns, and approaches to decoding—to so variously group and individualize that sanity is threatened. There are other factors which relate as: teacher time, size of classroom groups, availability of materials, and administrative lag (which may at times be employed in tactics which are somewhat defensive.)

The main concern is not for the confusion that reigns, for perhaps from the confusion more knowledge will grow, but for the danger that it may divert real efforts that might otherwise be effective. It is the classroom teacher who must in most instances do the diagnosing of reading needs and who must carry out the recommendations growing from her effort. This is where the task should fall as this is the nature of teaching. Consideration should be given to the teacher's situation in relation to this task. What is reasonable for her to try to do with thirty

children in all areas of the curriculum? A sane approach to classroom diagnosis will yield valuable information to help plan for these children in all of the content areas and will likely indicate that most children are emotionally, intellectually, and neurologically intact and operating at a level quite satisfactory for reading growth in the regular classroom environment.

What is the teaching situation for the typical classroom teacher? Looking negatively first, it must be admitted that it is a challenge to "know" thirty, or perhaps more, children. It is also challenging to plan, in each area of the curriculum, experiences and learnings which are meaningful, on the child's level, and in keeping with curriculum expectations. Perhaps, too, in some or in many instances, there are not materials readily available for carrying out the recommendations resulting from the teacher's own considerations of the needs of the individuals in her group.

On the other hand, the picture is not altogether a negative one. Thirty may not be too many. Some research has indicated that reducing the number does not necessarily improve results. It is necessary to sub-group children within the total group for effective teaching of reading; so in this way we can focus on only a small number of children at any one time. It is also true that the teacher does, in most schools, have responsibility for planning in all areas of the curriculum and working with the children in each of these areas. Yet, when we consider total growth in a total reading program this becomes a positive factor. Here the same teacher is able to carry her diagnostic techniques and information toward building on strengths and overcoming weaknesses in every area of the school program. With the growth of elementary school libraries, the increase of materials in less expensive format, and the growing willingness of teachers and administrators to purchase and distribute materials on another than grade level basis there is real hope in this area, too.

It is imperative in this teaching of reading through the total curriculum that the teacher teach what children need to learn if they are to become better readers, forgetting about the grade level number on the door. To do this requires that she have some skill in finding what it is that children need to learn. This "finding out" and teaching in terms of what she finds constitute diagnostic teaching.

INITIAL ASPECTS OF THE DIAGNOSIS

Let's consider the diagnostic aspect of diagnostic teaching. This term often carries negative connotations for it so frequently is used in relation to finding out what is wrong so treatment can be prescribed. Classroom diagnosis has both positive and negative aspects—finding out what the child knows and can do as well as what he does not know and cannot do. In this way the teacher has gained not merely an awareness of the limitations of the child's reading, but another most important factor—the existing strengths in reading on which she can build.

One important component of diagnosis is consideration of intellectual capacity. Reading is in part an intellectual task and achievement in reading is in part determined by intellectual capacity. Considering measured intelligence we may have some indication of what we might expect of a child in relation to reading.

Delores Durkin presents a formula for approximating this level: $(MA - 5 = \text{grade level expectancy})$.¹ The more familiar Bond formula, $IQ \times \text{years in school} + 1 = \text{Reading Expectancy Level}$, includes another factor, opportunity to learn in terms of years in school.² These formulas must be used with reservations. In many instances we are relying on group measures of intelligence. In addition to this many factors other than intelligence relate to growth in reading. These formulas yield an expectancy in terms of grade level, a concept which in many ways has little meaning. With all of this in mind, we might say that information regarding a child's performance on an intelligence test is a good place to begin with classroom diagnosis.

A beginning of information regarding what children can and cannot do is found through examination of results of standardized tests. These include survey tests which evaluate achievement in a general way. They may help in grouping and in selecting material. It must be realized that these tests frequently over-estimate what a child can do as results include all he knows plus all he could guess. The teacher must, of course, deal with what he can actually do as she attempts to help him grow in reading. Additional help in understanding a child's reading is available if the teacher will compare performances on the various sub-tests which usually make up a survey type test. Thus,

she may have indications of strengths and weaknesses in areas as vocabulary, sentence comprehension, paragraph comprehension, and perhaps rate.

The use of diagnostic tests will tell more specifically about a child's needs and give more help to teacher planning. These tests deal with specific dimensions of reading. Though perhaps the most detailed of these must be administered on an individual basis, there are group diagnostic tests which will give quite useful data. More and more teachers are gaining competence in administering and interpreting individual measures and perhaps for those students for whom most help is needed this would be possible. In many cases it would be necessary to refer these children to a special reading teacher for this testing. This special teacher should as a result, plan and carry out a remedial program, or perhaps recommend a program to be carried out by the classroom teacher.

These standardized survey and diagnostic tests are mainly useful in providing data for initial grouping and planning. In addition to these we must not overlook the value of an informal basal reader test or the informal reading inventory, as an aid in this initial planning. This technique must be utilized on an individual basis, but with a little experience it can be done quickly. Some current research has found the use of "cloze passages" equally reliable. This is a technique which can be used with groups and warrants further study. Techniques like these will give the teacher a very good idea of how to select materials for reading instruction, for individual reading, and indicate the nature and extent of provisions necessary for handling content materials. Even more helpful in this last aspect of the reading program would be an informal measure of the child's ability to handle the textbook in terms of vocabulary, comprehension, and locational-organizational skills.

Reading characteristics are the first factors considered in grouping, but other areas of behavior should also influence the child's placement as well as provision for needs as instruction is planned and carried out. Factors as self-concept, work habits, and attitudes are also significant contributors worth noting. Certain levels of attainment in basic work skills are necessary for functioning in specific situations. A readiness checklist, long advised for work with beginners in reading, will be of much help to teachers at other levels, if prepared with a specific

setting in mind and if used objectively. Such a check-list will be most useful if stated in behavioral terms, if it is not too long and elaborate, and with provision for checking six to ten children on the same sheet. In this way, an alert teacher can observe her children a few at a time, come up with specifics in terms of possessed and needed characteristics, and before many days have passed, have a good idea of "how" her children function in a school setting. This information becomes valuable, of course, only if adequate provision is made to build on strengths and to give help in needed areas.

We are becoming more and more conscious of other aspects of differences. A concern for a learning modality preference should not be ignored. Though perhaps most children can function in programs with the auditory emphasis in decoding presented in most of our basal programs, some may not succeed here and may require more visual, kinesthetic, or tactile support. This is an area of sufficient significance for teacher consideration of indicators of sensory preference for learning.

Of course, these are initial procedures and diagnostic teaching is a continuous process implying continual awareness of change in children's strengths and weaknesses as well as initial understanding.

DIAGNOSIS OF SPECIFICS FOR INSTRUCTION

Once initial decisions are made for grouping and selection of materials is made, it is time to initiate instruction which matches the needs of children. The consideration of levels of reading has only given help in a general way. By use of written and oral child responses the teacher can learn much more what a child can and cannot do, and diagnosis of specifics in reading begins in earnest.

To supplement what may be gained through day-by-day work with general achievement sub-groups there must be further efforts at a diagnosis which is more structured. These efforts will take various forms, but regardless of form a decision as to the focus of the diagnosis must first be made. A common weakness in diagnosis and correction in any area is trying to find out about and to correct everything at once.

These decisions as to focus will grow from observations of children during the informal reading inventory and through the generalized reading instruction in various sub-groups. Some skills may appear to be inadequately developed or poorly applied. These considered in light of the opportunity which the child has had to learn, point to a need for more depth and thoroughness in assessment to determine exactly where emphasis should be placed. This "exactly" implies a focus which pinpoints a specific—perhaps a specific phonic or structural analysis skill, or a specific type of comprehension, or a need for increased ease with basic sight vocabulary.

Once the focus is determined the procedure for carrying out the diagnosis can be selected and developed. In relation to specific comprehension skills, the nature of the procedure is reasonably defined in terms of the type of question the child must answer to demonstrate his skill in the area under consideration.

In word analysis skills the procedure is not quite so clearly indicated. It is necessary to consider two important criteria: (1) concern for the time factor when working with groups of children requires the use of group procedures whenever possible; and (2) diagnosis in relation to a specific skill should assess the child's ability to apply the skill in analysis of unfamiliar words.

Complying with these two criteria indicates the use of tasks with written responses and perhaps the use of nonsense words. It must be remembered that lack of an auditory referent makes the task somewhat more difficult than that involved in decoding a word with auditory familiarity.

If there is time for individual checking, more complete and accurate data can be gathered. Kottmeyer, Heilman, and many others supply in their writings, techniques for determining strengths and weaknesses in word analysis.

In addition to approaches of this nature the teacher, using a basal, has available many techniques and aids presented in manuals and workbooks which may be used for effective diagnosis.

With all of these approaches, record keeping is imperative. As most efforts are carried out with groups of children, an organized, but simple, record keeping technique is required. A teacher might profitably prepare and duplicate a format including children's names, perhaps according to general reading subgroups, listed vertically with blank horizontal divisions without headings so varying skills can be noted. In this way she will have readily available a record form which can serve varying needs. Changes will be needed from time to time in the listing of names as children are shifted from one group to another as reading growth is achieved.

The daily observation of children as they read in various areas of the curriculum provides the teacher, who has already gained much basic insight into varying patterns of functioning, a continuous contact with the changing needs of her group.

TEACHING TOWARD NEEDS

As the teacher moves toward more specific planning for the teaching which is carried out in terms of needs which are defined, she must maintain clear and constant awareness of her goals for reading instruction. The goals have been the determiners of focus in diagnosis and techniques she employed. These goals are considered broadly, as she plans a total program, but are also recognized in clear and very specific terms for each lesson and each part of a lesson and for each child toward whom the lesson is directed. Only with such clarity regarding what she is trying to do can she make continuous judgment regarding strengths and needs of her group and plan to teach what children need to know. Goals may easily become lost as teachers seek ways to motivate and to make lessons interesting. Of course, these are necessities in planning, but they may be accomplished within the orientation established by the objectives considered important for the lesson.

The diagnostic procedures described will help make the decisions regarding levels of materials for developmental reading instruction. The specific needs noted will indicate the types of emphasis needed in planning for reading groups. Questions directing reading may be individualized in terms of abilities and needs. Some children must

function primarily at the literal level while others need the challenge and experience of inferential and critical thinking. The same approach may be used in planning skill development activities and in directing children to special skill improvement activities.

These individualized aspects of teaching are based on the continued observations and records of observations made during teaching. As skill improvement is noted, changes must be made in the specific skills emphasis.

In the self-contained classroom, this knowledge of reading skills which children have and need may be carried into planning in other curriculum areas. When units of work are developed in science and social studies, materials can be selected at reading levels to meet the needs of all those in the group. If rewriting of material from the basic text is needed, it may be done with specific children's needs in mind. The kinds of activities which individual children carry out may be selected with reading abilities and needs in mind. Adequate help with vocabulary and concepts can be given if the teacher knows which children need this help.

Many study and comprehension skills are most effectively taught in relation to content. The teacher who knows which skills children have to build on and with which they need much help can most effectively provide the kind of direction and opportunity needed.

In the area of personal reading, the third component of a complete reading program, there is an excellent opportunity to continue diagnostic teaching at an individualized level. In helping children select books, knowledge of reading levels and interests is important. Planned sharing and teacher-pupil conferences can effectively help build skills needed by individual children.

SUMMARY

As diagnostic-teaching techniques are employed initially and continuously, the teacher has meaningful focus for teaching the total group, sub-groups which may be formed in varying ways in relation to needs, and for individuals. She has the information which enables her to

teach children what they need to know. No longer is her goal to bring children up to some grade level, in itself a vague and intangible point. Rather than leading her children to a common level of achievement she works toward increasing differences within her group as each individual attempts to realize his unique potential.

FOOTNOTES

¹Durkin, Delores. *Teaching Them to Read*, Boston: Allyn and Bacon, Inc., 1970, p. 407.

²Bond, Guy L. and Miles A. Tinker. *Reading Difficulties—Their Diagnosis and Correction*. New York: Appleton-Century Crofts, 1967, p. 93.

DIAGNOSING THROUGH LOOKING AT TOTAL BEHAVIOR

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I suppose we can state that we are all to a degree diagnosticians. As we teach, we should be observant of the many traits and characteristics of the student and use the observable data to assist us in the reprogramming of the method of instruction.

As we attempt to construct an individual prescription for the instruction in reading, the reading teacher should make a cautious note of some of the following. This requires little on the part of the teacher. It only requires a critical observation on her part.

First some of the objective data that we should review:

1. General items such as age, sex and grade placement. This would tell us some things about the degree of success in reading and learning in general. Interests could be observed so we may be able to direct the youngster to some reading material which he would prefer.
2. Mental Abilities Score—In general, the group score would be affected by the student's inability to read well. Therefore, with the individual test particular parts that indicate weaknesses in learning patterns should be examined more thoroughly. This can indicate the level to which the student has the mental requisites for reading, for mastering our printed language does require a level of mental power.
3. Reading Achievement Scores—The general reading achievement scores reveal to the teacher the maximum level of reading performance. This is the student's frustration level in reading. The specific areas of reading performance should be examined closely also. Some of these are: Vocabulary, Word Recognition, Word attack, Comprehension, and Rate of reading (both silent and oral).

4. Report cards show a record of the child's present school success or failure. These grades indicate somewhat his ability to perform in the various subject areas. The reading teacher can observe the child's ability to read in each area. The teacher should note subjective observations as well. Some of the more important areas for his concern are as follows:

- a. The student's oral reading of graded material. This clearly indicates to the teacher the levels of reading for the student. His easy reading level is where he demonstrates difficulty with one or two words. His instructional level is when he demonstrates difficulties with three to five words. His frustration level is where he demonstrates difficulties with five to ten words. Let's hope we do not fail to have him read at a level which is appropriate for him.

Besides word recognition abilities the teacher can be observant of other individual traits of students as they read. Some of these characteristics are: the tone and pitch of the voice, his phrasing as he reads and the extensiveness of his eye-voice span, his pauses and hesitations which indicate his uncertainties as he reads.

Often general physical traits such as tenseness, posture and lack of poise indicate the difficulty the student may be experiencing.

While the student is involved in silent reading, the teacher can observe for characteristics of poor reading. His posture and position of the text material tells us something about his vision. We, as teachers, must be alert to any vision difficulties he may be experiencing. Head movements, finger pointing and lip reading are traits that tend to demonstrate what you and I exhibit when we reach a more difficult level of performance in reading.

In reading comprehension we should be able to note the types the student encounters. These are the literal, inferential, and critical. They are increasingly higher level in this order. We cannot satisfy our estimate of the level of comprehension by limiting ourselves.

In the rate of reading we are able to observe for flexibility and the ability to skim quickly through the material.

It is important to note the organization for reading which the student has. As he reads does he practice the study aids of pre-reading, note-taking and re-reading?

Our general observations of the student should include an evaluation of his attitude toward reading and his feeling about himself as a reader. One can hardly be successful in an area where he feels quite inadequate. Following is a list of questions which can be asked by the reading teacher:

1. Can he prepare for reading?
2. What is the amount of reading completed by the student?
(A good reader tends to read more.)
3. How much of a general discussion about reading does the student share with others?
4. What are the student's interests? Can I find written material on this subject for him?
5. What are the types of reading in which the student participates? Newspapers? Magazines? Books?
6. How successful are his locational skills?
7. Can he use text, reference, and library sources effectively?
8. What are his study habits?

9. What kind of oral language expression does the student offer?

10. Does he have the proper establishment of concepts necessary to get meaning from his reading?

In all, the teacher quite easily is able to be a diagnostician. All she needs to do is to be around children and make note of the various behaviors exhibited by them in the reading act. Children very readily demonstrate their ability and limitations in reading.

ADAPTING GRADED AND MULTI-LEVEL MATERIALS TO INDIVIDUAL NEEDS

Claire Henry
Memphis State University

Teachers spend much time in getting to know their children. One purpose in this effort is to group children for instruction. Sometimes they are homogeneously grouped into classrooms. Often grouping is done within a classroom. And sometimes grouping is only an occasional approach with most time being spent in total group activities or perhaps in individualized activities. However, no matter what approach is used there is still need for adapting materials and for varying expectations on an individual basis. This need is certainly present at first grade level and as children move on through school the differences widen and even more adaptation is needed.

Much more is involved in this individualizing than consideration of reading level. Children who measure at the same reading level may actually achieve success at this level in quite different ways. As the teacher considers strengths and needs of each she will need to provide for skill development in many areas.

Among other factors which must be considered in adapting materials to individual needs are interests, attitudes, work habits, independence, social maturity, and modality preference for learning.

Planning for adaptation of materials to individual needs should be carried into all parts of the reading program—developmental reading, reading in content areas, and personal reading. Too often these individual characteristics, if considered at all, are considered only in relation to the developmental reading program and in all other areas of work the child is left to his own devices, and thus frequently must struggle in a frustrating situation. This may undo much good which might be accomplished in the special efforts made in the developmental reading area.

Let's consider some ways to adapt materials to individual needs in all parts of the reading program.

IN DEVELOPMENTAL READING INSTRUCTION

The most used initial approach to providing for differences in children is dividing the total group into three reading sub-groups based on reading levels, usually relying on results of standardized tests. Too often, however, once this division is made and groups are established, no further differentiation is made. Yet within each of these groups are children with widely varying abilities and needs.

In the directed reading lesson with such a group, using a basal reader, many differences can be made for individuals even though all are reading the same story. One important way is through varying the type of questions used when purposes for silent or oral reading are given. The more able child who is proficient in comprehension at the literal level needs more challenge in reading if he is going to find reading a worthwhile skill. He may be ready to deal with questions at the inferential or critical level and thus to operate on a higher reading-thinking level. He is more likely to feel that reading has something to offer—more likely to become a reader. He may also be ready to read the entire story with such a purpose in mind leading him perhaps to a written response.

Another child in the same group, with adequate vocabulary and skill to handle the material in a general way, may still need to function primarily at the literal level. He may yet lack adequate skill in reading for specific facts and need guidance in terms of such purposes. He may need direction through one short portion of the story at a time. When he has grown in this type of ability he too may be ready to consider inferential and critical reading-thinking but he must be able to grasp literal content before he has material for inference, comparison, or evaluation.

Others in the group may fall in these or other needs areas and be given direction in relation to them. Yet when the group comes together to discuss the story, each has a contribution to make. Several of the children may present the literal aspects of the selection. Others may present considerations of differences among characters in the story while others may contribute some thinking in relation to some "what if" situations. Some child may present a similar story he has found and another may consider the accuracy of the setting or factual data

presented, as he compares with research reading he has done. Thus each has functioned at his own need level, yet shared in and profited by the contributions of others in the group.

Varied ways of using or extending what is gained through reading is another way of adapting to individuals. Some children may make good use of literal level reading by preparing illustrations with accuracy. Others may use different skills for rewriting the story, or scenes from it, in play form or perhaps as though it were a news story found in a newspaper. Some may extend their knowledge of the story characters by writing of, or dramatizing an original story putting the characters in another situation. Again the goal established for each child can be achieved.

Workbooks which accompany basal readers offer material which could be of real value if used in a teaching approach for children who need and are ready for skills developed. However, they should be considered as practice material and skills should be taught by the teacher preferably in an inductive, discovery approach before the child is expected to complete practice exercises in the workbook. We must also consider the fact that many of the children do not need the practice offered. For them the task is a waste of time and may turn them away from reading if too much time is required for it. It is a poor practice generally to have each child move step-by-step through a workbook simply because the pages are there and because others in his group are doing it. The practice pages in workbooks can be useful if given to children who need to practice skills which they have been thoroughly taught! It may be too that the workbook at his grade level omits adequate emphasis on some skills which were not mastered in earlier grades and new skills may be difficult to build because of this. How then can workbooks be meaningfully used? One good technique is to remove pages from workbooks at several different levels and group the pages in terms of skill emphasis, coding them for grade level. In this way they provide useful, readily available material to which individuals can be directed to increase skill in needed areas.

Various ways to use plastic cover sheets with crayons or china marking pencils will make these worksheets reusable. A simple way is to place the worksheet with the plastic sheet over it in a clip board. The child works on the board, which he enjoys, and is checked by a teacher

or student helper, or perhaps self-checks before removing and refiling the worksheet. The plastic sheets are easily cleaned for another use.

There are a number of types of multi-level materials commercially available for reading instruction. Many teachers and children have become familiar with these in recent years. These materials do, if used with care, allow children to read at their own comfortable level. However, they do not provide for various types of actions and reactions required by some children. They do not provide for pupil-pupil interaction with a common selection as the focus. They do often foster much competition, frequently detrimental to the goals of reading growth. The concept of these materials as self-teaching materials is taken too literally, in many instances, and children are simply allowed to "move through" the materials with very little guidance. When teaching toward individual needs, these may be useful materials suited to various levels and can be adapted to the other unique learning characteristics possessed by the individuals in the group, and thus make a contribution to a reading program. Without teaching, they may waste the time of some, foster undesirable competition with resulting problems, and frustrate some children who try to compete and find that they are not successful.

Teachers can develop their own collections of materials which are graded, varied in content, readily available, and which may be used in a variety of ways. Old books, ready for discard, and children's newspapers are good sources of graded materials which can be taken apart and prepared as individual selections. They can be filed in terms of content area or subject to which they relate and color-coded as to grade level. Children enjoy reading these "single-selection" materials and they can find topics related to the content of a reading lesson or perhaps of concern in another curriculum area. By sharing book discards and newspapers with teachers from other grade levels each teacher can develop her file of materials at levels both above and below that assigned to her.

IN THE CONTENT AREAS

An inventory of children's abilities to use textbooks in the content areas is valuable. Whether or not this is done the teacher needs

to take her knowledge about "how" her children read into all areas of work and to make adaptations of materials in terms of the needs which she has found.

In teaching social studies, science, and health the problem-solving unit approach offers excellent opportunity to provide for differences in individuals. In such an approach a problem is established and children, with their teacher, consider many questions which need to be answered to approach the basic problem. In addition to raising questions they also consider ways of getting answers. These ways will include reading, writing, looking, talking, taking trips, drawing, listening and many others. Rather than content being drawn solely from a basal text book the child can go to a wide variety of sources to gather information. The text becomes a reference and reading in it is purposeful, as it is done toward the answering of questions raised - the solving of a problem.

Much additional material will be needed for reading and looking. This material should be provided at levels required by the existing abilities of the children who compose the group. The teacher knowing her children and knowing the available material can direct individuals toward that which they can handle without frustration.

So that children may have a common core of information from the text the teacher may rewrite sections which contain the major concepts. She can rewrite with specific children in mind and so simplify vocabulary and sentence structure that they can read for certain content without difficulty. The proper names and technical terms should have special emphasis in building background for the reading and the reading should be purposeful, just as that done in the developmental lesson. These purposes, of course, relate to the initial problem and questions raised.

Sometimes recording a portion of the text onto a tape is helpful. The child follows in his text as he listens to the tape. He sees the words as they are read. He is directed to pictures and maps as they are needed. Summarizing, emphasis on important points, pointing out topic headings, italics, and other means of clarification of content will help him gain knowledge, and at the same time acquaint him with ways to use a text. In this way the teacher can guide him thoughtfully through the material. Those children who need such help may listen and follow in their books at the listening center.

The types of assignments in terms of reporting, outlining, reading reference materials, and others will be differentiated in terms of what the child is ready to handle. Yet as all share they gain a common core of knowledge and each is able to make a contribution.

As content is developed in any area care must be taken to build necessary background *before* reading, as in teaching a developmental reading lesson. This includes meaningful introduction of vocabulary, using pictures, diagrams, objects, and other aids for clarification and reality. This will make the concepts and words "stick." Reading ability is improved, and content is learned.

IN PERSONAL READING

Personal reading must be individualized. Each child must select what he reads with guidance toward a suitable level and help in finding something to fit his interest if it is needed. Many graded book lists are now available and should be placed in elementary libraries for easy reference by teachers. Teachers also need to be familiar with many children's books so they can consider individual needs in terms of interest, personality factors, and reading abilities.

The vast number of books available in low-priced paper back editions are making the sizeable classroom library a feasible possibility. Children also can own books themselves which makes an important contribution to a child's feeling about himself and reading. Some of these paper backs are carefully graded and some have guides for teachers to use in discussing books with children. Each complete reading program should include an area of reading which is self-selective and individualized with its emphasis on personal reading.

Encouraging various ways of sharing books provides for the differences in children. To some the written report is preferred. Others can dramatize, draw, construct, and talk about. Some who read the same book may prefer a panel discussion. Children will be interested in the sharing of others and each can feel that what he does is accepted and acceptable.

An important part of an individualized reading program is the teacher-pupil conference and this should also be an important part of the personal reading emphasis. Children feel that this conference is of much value as they have their teacher all to themselves, concerned just with what he has to say even though for only a brief time. With planning the teacher can get to each child with some regularity. He need not have completed a book to talk, but just bring the book along to share with his teacher through reading, discussing, and enjoying. The teacher who really knows the needs of each child, and his strengths can capitalize on this knowledge in this one-to-one relationship. This can make a major contribution toward increased skill and certainly in the child's feelings about himself and reading.

CONCLUSION

Teaching which is oriented toward the individual needs of children will widen differences. It requires varied levels and types of material, which often need adaptation. It will enable each child to more nearly realize his potential. This potential is unique. It cannot be described in terms of a grade level or even in a list of skills possessed. It includes all of the intellectual, psychological, and experiential factors which make up the individual. The teacher who is working through diagnostic teaching in all areas of the curriculum to help each child make growth toward becoming a reader, is working to broaden the span of differences and is achieving the basic purpose of reading instruction in the schools.

DECODING IN PROPER PERSPECTIVE

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In recent literature the term decoding has been used in such a way as to give the impression that it stands alone in the reading process. It has obtained the aura of a mechanical skill. If the child can "crack the code," he can read.

To isolate decoding, or encoding, in such a way is to miss the total effect of the reading process. One must never lose sight of the fact that our emotions and feelings play a significant role in how we perceive anything. Why then should we isolate decoding and make it appear a mechanical process? The following statement reveals that reading is more than a decoding skill. Read it and note the effect it has on you personally. While you may be able to sound out the words, it will be noted that comprehension is not completely accurate. With this lack of comprehension, you may become a little anxious.

Synaptic and Cerebral Homeostasis. The synaptic equilibrium or homeostasis at each of the sites is a dynamic state only transiently distorted by the transaction of synaptic events. However, change of the neurohumoral environment by perversion of neurohumoral metabolism or the introduction of abnormal synaptic inhibitors (or excitors) will, indeed, produce a failure of synaptic homeostasis and as a direct consequence a failure of cerebral homeostasis which can manifest itself as mental disturbance.¹

First it is obvious that the words and sentences can be decoded. They can be read aloud. The addition of the auditory input to the brain does little to magnify meaning. Go back and reread it orally.

As a second point of concern one should recognize the tension or emotional response one has if he decodes without any meaningful recognition. Clearly, decoding is not an isolated mechanical process. We decode our printed language under the influence of our emotions.

To place "decoding" in proper perspective one must recognize that it is one aspect of the language arts. The old analogy best describes this process: Reading is to writing as listening is to speaking. On one side of this analogy there are the decoding skills (reading and listening); and on the other side are the encoding skills (writing and speaking).

What should be evident is that central to this whole system there is the process of thinking. When we teach a child to read, write, listen or speak, we are in reality teaching him to think. He must think for himself by rephrasing what he has read in his own words. He must think for himself by coming to some judgment. He must think for himself to determine how to use these new ideas.

The point here is that a man's thinking can never be divorced from his feelings. When we talk about conveying both information and feelings, we are close to the definition of communications. "Decoding" or the word attack techniques are one facet of the communications process.

This prayer entitled "The Telephone" was written by a Michael Quoist and reflects the total idea of communication.

THE TELEPHONE

I have just hung up; why did he telephone?
I don't know....Oh! I get it....

I talked a lot and listened very little....

Forgive me, Lord: it was a monologue and not a dialogue.
I explained my idea and did not get his;
Since I didn't listen, I learned nothing,
Since I didn't listen, I didn't help,
Since I didn't listen, we didn't commune.

Forgive me, Lord, for we were connected,
And now we are cut off.

Dora V. Smith has defined the process of communication as "the process of making the ideas of one the property of two or more individuals. If communications is a dialogue and not a monologue, then we must be aware of at least these two things.

First, in the process of encoding one must be aware that his words are selected or chosen in his mind. How he feels about something often determines the words he uses to describe his idea. Witness:

- (a) The girl walked down the street.
- (b) The girl traveled down the street.
- (c) The girl maneuvered down the street.

The selection of walked, traveled, or maneuvered in relation to how the girl made her way down the street definitely conveys an appropriate (or inappropriate) feeling. So the teacher must pay attention to the words she chooses in teaching.

She must also be aware of her words and anticipate how her pupils will receive them. This second aspect of communications is extremely important. How the child receives the teacher's words is significant. The listener has the power to tune out or turn off a speaker.

The teacher must keep this total concept of the reading process in mind. When speaking of decoding or encoding it must be with reference to a total reading concept and not isolated. However, a teacher must also be able to put the reading skills in proper perspective. This also will enable her to objectively view the decoding process.

If one views the general reading skills, he will find that many experts delineate four general skill areas. These are (1) Speed/Rate, (2) Vocabulary, (3) Comprehension and (4) Study Skills. Decoding falls into the area of vocabulary development and generally may be viewed as including the techniques of Context, Structural Analysis (visual), Phonic Analysis and Dictionary Skills.

Time does not permit an analysis of all of these areas. They have been placed in a priority order. All word recognition or decoding techniques are important. However, if one views them in proper perspective, it becomes obvious that context, then the visual structure

and finally phonic techniques specify the order in which cues are used to gain meaning from the printed page.

Context refers to the semantic nature of the material, or the words that surround an unknown word. Often these words can give cues to meaning. Sometimes the cue is so strong that the actual word is suggested without the necessity of viewing the word.

In this light one can understand that context clues that are used for decoding are "anticipation" cues. The reader often guesses what is coming.

Context clues rarely are used in isolation. They operate in conjunction with visual cues for the very structure of the word itself. The teacher must be aware that each word has unique characteristics that differentiate it from other words. She must also teach the child to use as few cues as necessary to recognize the word automatically. For as we read we perceive only as much of a word as is necessary to recognize its meaning.

Some words may be recognized by their initial letters, or others from their terminal letters and others from the medial portions of portions of their structure. The unique characteristics of each word should help the teacher and the reader determine that to which he should attend visually to recognize the meaning of a word.

If a child fails to recognize the meaning of a word through context and structural clues, then phonic analysis must take place. It is in a sense a back-up system. When the others fail, phonic techniques must be available to help the student.

Phonics works, because many of the words we have never seen in print have been presented to us orally. Some words may be a part of our listening vocabulary, but we have not yet encountered them in our printed material. Consequently, phonic techniques can be used to sound out the words for which we already have an auditory impression. In other words, there may be an auditory memory trace but not a visual trace. Phonics can help us locate meaning through the auditory sense.

The last decoding skill involves the use of the dictionary. This is not actually a decoding skill in itself, because it involves the use of the three preceding ideas. It should, however, be pointed out that the dictionary is generally used for the purpose of gaining meaning, pronunciation and spelling.

The final portion of this presentation is one that must involve you as an audience. I am returning to the preceding skills to outline some "how to learn" techniques.

Because of the nature of this discussion and the elements of time, I was only able to construct exercises in the use of context. I am going to outline the ways in which unknown words are decoded through context clues. I would like to respond to each of the suggested examples.

This is not an inclusive list, but it should give you some idea of the ease with which you, as a teacher, can construct your own activities.

ACTIVITIES FOR DECODING WORDS THROUGH CONTEXTS

1. Find the word that means (The Cloze technique)
2. Classification of words
3. Find the irrelevant word in this sentence
4. Find words that mean the opposite of
5. Find the irrelevant word in the list
6. Multiple meanings of words
7. Rewrite these thoughts in your own words
8. Say this in a negative way
9. Say this with figurative language
10. Rearrange the words to mean another sentence

In summary, the preceding activities have been presented to convey to you the idea that decoding is not an isolated mechanical skill. Contextual analysis can be made vibrant and alive if it is taught as a part of the total communication process. The same holds true for structural and phonetic analysis. The creative ideas of the teacher and children can complement each other if each learns to communicate effectively.

FOOTNOTES

¹ _____ "Report of the Seventh Year;" Veterans Administration Research Laboratories in Neuropsychiatry, July, 1963, Pittsburgh, Pennsylvania.

**A DIRECTED READING LESSON
CLASSROOM MANAGEMENT
MEANINGFUL INDEPENDENT WORK**

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The developmental reading lesson is a most important part of an elementary school day. All other learning for the child hinges on success here—and influence on social and emotional strength cannot be denied. Purposeful organization is essential in providing opportunity for children to make maximum growth in this important area. The teacher will find that time spent in pre-planning and time spent in effective planning with children will be time saved as she sees the increased efficiency of her own performance, as well as that of her children.

Concentration on goals for student growth is the beginning. If these goals encompass concepts, as, growth in communication, problem solving, thinking, and initiative, goals which are frequently seen expressed in written objectives, then the classroom and the teaching-learning in it should reflect them.

There is no "one way," but in our planning toward efficient and effective achievement of what we set out to do we must be sure that this focus is not lost. The ideas which follow are suggestions which would need adaptations in any setting, and which, it is hoped, will lead to many more ideas which are even more suited to teachers and situations in which they are used, and in line with the purposes which have been established.

Though the physical environment is not the determiner of learning, it can certainly be an influence in a positive or negative direction. Though some teachers have settings which in themselves are much more attractive, flexible, and useful than others, there is no situation in which improvement cannot be made through planned teacher effort. It is as much a mistake for the teacher with the new clean room with modern furniture to feel that the job is done for her, as it is for the teacher with the old somewhat drab room to feel that there is nothing to be done about it. What the teacher does with what she has is the important thing.

The arrangement of the room need not, and likely should not, be the same for all parts of the school day, as obviously the aims of instruction will vary. Children who are aware of the reasons involved, and who have direction, can quickly and quietly make the necessary changes so that the environment can contribute to the success of each part of the program.

There are several important aspects of the room arrangement to be considered when time comes for instruction in developmental reading. It is helpful to have a "special" place or a "special" arrangement for the reading lesson which will serve two purposes—to give importance to reading and to provide an area which lends itself to effective instruction. This area will take different forms in terms of grade level, the physical possibilities for various kinds of arrangements, and the teacher's philosophy and goals for instruction.

Sometimes a small circle of chairs is best where the teacher sits with the children and all are within "touching distance." Sometimes a table to sit around, with the teacher on one side, is the arrangement which suits best. In some situations children move their desks into circles or clusters in terms of assigned reading groups and the teacher can move from group to group. The teacher may need to experiment with her situation to determine what works best but whatever approach is used the children reading together must feel they are a part of a unified group. Seldom are five or six long rows with children seated according to reading groups the most effective way. The children who sit near the back are actually and psychologically "too far away." Observation of children sitting in this position will often reveal indications in their behavior of feeling outside the group. They are "out of touch." In addition to this, children looking at the backs of one another's heads are not stimulated in student to student interchange so that discussion in the true sense becomes difficult. The philosophy indicated by this rigidity of room arrangement seems to also include this rigidity of interaction and will likely influence the type of reading-thinking growth which takes place in the classroom.

The reading area needs a chalkboard and enough space for children to dramatize and move about to carry out learning. Sometimes a device for separating this area is helpful—a screen or bookcase.

Within the classroom there need to be other areas of interest—areas where children look, touch, listen, participate—not centers for untouchable dust-gathering, but which invite student involvement. These may include a science center; an area where material in relation to a social studies unit which is in progress is available; a writing center with sources of ideas, helps with words, and perhaps paper of different shapes, colors, and textures with pens and pencils with a “different” feel; a listening center with tapes and records, and players with headsets for several children to use simultaneously; an art center offering paints, paste, paper, clay, and other art media as well as various types of scrap material which give children ideas; a collection of learning games; and certainly an inviting library corner where there are books and magazines at various reading levels and suited to varying interests.

This library center is often most inviting if it is somewhat separated from the rest of the room to give it the special emphasis it needs. An attractive way to display books with a way to emphasize a few selected ones adds value. These books need to be changed often. Even for children not yet reading, attractive books are inviting. Often those which have recently been read to them will be particularly popular as children look and recall the story. A shelf, a table, and child size chairs make a useful area, but if these are not available other materials can be substituted. A box, or some other commercial discard available locally, can serve as a table. Children enjoy sitting on cushions or squares of carpet which parents may furnish or which the teacher would not find difficult to provide. This area of the room giving continued emphasis to the importance of personal reading is a must if the reading program is to be complete.

A primary classroom may include an area for dramatic play perhaps in the form of a corner for playing house or for playing store. Materials which will suffice to stimulate children to creative play are not difficult to supply. Sometimes an area for playing with blocks and cars is necessary to provide for the needs of some children. Many young children enter school with language and visual-motor immaturity and need provision within the classroom for growth.

These centers need frequent change if they are to fulfill the purposes for which they exist. An area of chalkboard on which children

can write, and a bulletin board to which children can contribute are worthwhile provisions. Some teachers have found a class mailbox in which children and teacher place notes written to others in the group for daily delivery to be an interesting device for stimulating practice in communication.

Teacher and children plan effective and orderly ways to use these interest areas so that there is opportunity for all. Centers, games, and materials are added to the room one at a time. They are introduced, explained, demonstrated to the children who are then given opportunity to practice their use before other new things are presented. Children help the teacher plan the time, place, and manner of use of those materials and devices which are put out for use in independent activity. All members of the group then understand the possibilities and expectations and having been in on the establishing of regulations and understanding the reasons behind them, are much more likely to comply. If time is taken in this kind of orientation, few problems are likely to develop as children move about independently. Self-discipline, and discipline by the group can be effectively practiced.

Much teacher-pupil time is wasted on such routines as lining up, distributing materials, getting permission to leave the room, and handling lunch tickets or money. The wise teacher works with her group in devising the simplest ways to handle these necessary but routine matters. Often letting each take responsibility for himself is the most effective approach, getting the job done and developing some independence and sense of responsibility to the group at the same time. Sometimes for younger children the help of older ones from sixth grade can be used in some way.

The teacher of beginners will find time spent in teaching her group some very basic skills in use of materials very worthwhile. This should include teaching them how to take crayons from a box and put them back, taking a piece of paper from a tablet, folding a piece of paper to make four parts, sharpening a pencil, cutting with scissors, and pasting. A few useful work words if taught in early weeks will be most helpful, as, "make," "color," "cut," and "paste." Color words and numbers as developed early will be very useful as added to these work words. Working toward accomplishment in this area as early as possible helps children get ready for independent work.

With the classroom effectively arranged, routines planned for simple handling, and the reading area established, the teacher has done much toward the success of reading instruction. Early days of the school year were spent in gaining much information about the members of the group. The children have been grouped for reading instruction and individual needs have been noted. This kind of information gathering will continue and needs will change. The teacher must now consider the planning of work so that each child will spend his time in meaningful ways.

About an hour and a half of the school day should be spent in instruction in developmental reading if each group is given adequate time for work with the teacher. In some cases more time may be needed, as in some beginning classrooms and in classrooms where many children have poorly developed reading skills. This time might well be planned in three thirty minute blocks. The teacher spends each of these blocks working with a reading group. Each child spends one thirty minute block in a directed reading lesson, a second thirty minute block in completion of a follow-up activity growing out of the reading lesson. The third block of time will be spent in a self-selected activity related to the various opportunities presented in the materials and devices in the classroom.

These children may be reading and writing in relation to various areas of the curriculum. Some will be engaged in creative activities in writing or art. Some may play games, alone or in pairs. Some will go to the library center to select, peruse, read, and perhaps share a favorite book with a friend. Perhaps two or three will spend time in the listening center with a tape or record in relation to some ongoing unit, or to some reading skill with which help is needed. There may be a frieze or map to be completed. Perhaps on some occasions part of this time is used for a trip to the school library by an individual who needs to seek some specific information. These children, who know the limitations and expectations for this period of time are busy at some activity which they need and want to do. This is not time wasted for in such activities all of the skills and learnings developed in other areas are put to use and much valuable learning takes place. Intellectual growth takes place in these quiet times.

Those children whose directed lesson fell last on the previous day should be ready, with perhaps a little refreshing, to begin with the follow-up activity. Another group may begin with an independent activity, while the third group comes to the reading area for their directed lesson. With the group and the time divided into approximate thirds the management of the classroom is not difficult.

In this organized setting where the teacher knows each child is constructively occupied she can now turn all of her attention to skillful development of a reading lesson which has been planned with the needs of the groups and the individuals in the group as the point of focus. The rest of the classroom can operate independently in meaningful ways and the reading time can be guarded from interruption as nearly as possible. In this unbroken time period much can be accomplished, if the planning of each lesson has been thorough and if all materials are ready.

The planning of a successful lesson began with a careful consideration of objectives. The teacher first answered several questions for herself. She started by looking over her records to be sure to recall the needs of the members of the group. She carefully read the selection considering what skills might best be developed through the use of the material. She is aware that some stories are excellent for consideration of sequence, some for reading for detail, others for looking at main ideas, and some especially good for considering character development, and the development of plot, and some serve still other purposes most effectively. In reading the manual, she noted the type of questions asked in relation to the reading, the type of motivation, and considered carefully the word analysis skills which are introduced, practiced, and used in independent decoding of new words. With the needs of her group, the nature of the story, and the manual suggestions she develops the specific goals of the lesson and these goals are evident throughout every aspect of the lesson as it unfolds. There is nothing vague in the planning which is based on this thorough beginning. Now the teacher is ready to create interesting and effective ways to realize her goals.

She must decide what is necessary to get the children ready to read the selection. She knows that timing is important both for efficiency and to insure maintained interest. She must do enough, but not too much, and she must consider getting the group involved in the beginning and keeping them involved. The motivation starts with

something the children have some familiarity with, but with something which may arouse curiosity and interest. The motivation reflects the goals which have been developed, for reading is thinking and the direction taken at the start will influence the direction of growth.

The building of background uses what children do know, to build on, and what they do not know, which must be built. Sometimes pictures, objects, or experiences are most helpful in clarifying concepts. In some stories there are unfamiliar words which may be integrated into the building of background concepts. Often these unfamiliar words are best met in the story and some refreshing of analysis skills is necessary so the children will be ready to decode when they meet the words in context. There may be new punctuation, new format, new use of italics, or some other mechanical aspect to which attention should be drawn. These story elements are carefully considered and planned for, always with an emphasis on children's discovering rather than being told.

Thinking again of the objectives established at the beginning, questions to be used as the stimulus for reading are written. The type question asked will determine the type of comprehension which is developed, consequently they must be planned carefully if the desired goals are to be achieved. These questions should be at all levels of thinking. If nothing beyond the literal level is reached, much of the value of reading is lost. Perhaps many children never become readers, which is our ultimate goal, because reading has never given them much beyond the literal level and it doesn't seem worth it. Questions before and after reading which are at the inferential and critical levels will do much to make reading a skill which stimulates and adds to the total growth of the child. Through thinking questions at these levels growth in thinking skills is stimulated, and there is also growth in areas of knowledge and personality. With this awareness the teacher plans her questions. If she is concerned with sequence she may ask the "what next?" type of question at any of the three thinking levels. She may be concerned with reading for "the most important idea in this part of the story" if her concern is for main idea. Perhaps she will want children to then read to note facts that contribute to these "most important ideas." If her goal is in relation to understanding characters she may ask children to read to compare the characters in the story or to compare them with characters in other stories they have read. Always she has in mind the goal she wants the children to attain and the levels of thinking involved.

All children in the group may not be given the same purposes for reading. Different questions may be assigned in terms of the interests, abilities, and needs of the children. In discussion each can contribute what he has gained through the purpose given him. Finding varied ways to present questions adds interest and variety to what may become a monotonous routine for teacher and child if the same approach is used day after day.

Age and ability level of her group will determine the length of silent reading unit which children can handle. Some more immature readers, or those with particular difficulties in comprehension, may need page by page guidance and children who have only recently made reading entry may need guidance through each page in even shorter units. The teacher's knowledge of her group will guide her.

Thus with questions in mind children read the story silently, perhaps stopping now and then for group discussion or perhaps oral reading of a portion to verify some point important to carry them on. After the story has been read silently the questions with which they began are discussed and the story concept extended by further discussion which the teacher plans in relation to the goal initially established. Oral reading may be a result of this discussion, as children seek to prove a point or to share some particular part. Other purposes for oral reading might be to aid in the planning of a dramatization, to emphasize information needed for construction of a frieze or the making of an illustration. Again the children's purpose for oral reading is planned to lead toward the goals set at the beginning of lesson planning.

It is sometimes good to let the children read the story orally in pairs so that each has an opportunity to read a large portion of the story and thus gets more reading practice. Again this reading should be purposeful.

After the story has been developed through silent and oral reading, there will be opportunity for introducing, practicing, or reviewing a word analysis skill which is pertinent to established purposes. These are usually indicated in the teacher's manual which presents these skills in sequence. This skill should be handled in terms

of application. Those skills developed and left in isolation from context have little value.

Sometimes activities to emphasize comprehension skills may be done at this time also. Perhaps children have been concerned with reading for sequence. They could meaningfully arrange sentence strips with important story events in proper order. With young children letting some hold strips and others maneuver them into proper order with verbal commands adds interest and may add a concrete element important for some. Older children may find increased meaning and more complete involvement by actually moving slips of paper about until they have arranged events in proper order. Children who have been working for awareness of the relationship of facts to main idea might work together at this point with teacher guidance to outline the selection which has been read. Whatever skill is to be developed will be most successfully handled by having as nearly total pupil involvement as possible. It is always important to guard against a great deal of sitting and waiting for a turn. Little learning likely takes place during this time.

The children leave the reading area with some activity to carry out that which is pertinent to the story and to the objective of the lesson. Sometimes this is a practice exercise presented in the workbook. Care must be taken to teach this material thoroughly before children are expected to handle it on their own. Workbooks should later be checked with the children. A worksheet may be prepared to be handled in the same manner. Often these follow-up activities will relate to the comprehension goals of the lesson. Perhaps children have been concerned with main idea. They may now take the main ideas they have discovered in the selection and list the facts which relate. They may arrange a list of events in proper sequence. They might make a "funny paper" to tell the story or illustrate a part of the story which has been assigned and work with others in the group to put the pages in order to make a story. If character interpretation has been emphasized children might make a new story putting the character in another situation. Older children might like to imagine the story as a TV program and select actors to play the roles supporting their selections. Children may be asked to locate other stories about the same kind of people or the same period in history and prepare to read it to the group. Perhaps they will rewrite the story as though it were a true event

to appear in a newspaper giving emphasis to main idea and pertinent related facts.

Some activities may relate to word analysis skills. Sometimes children may write, or picture, words which sound alike at beginning or end of words presented. Sometimes they may be concerned with making things that rhyme. Older children may deal with word derivation or make other use of dictionary skills. Workbooks provide many such activities and teachers should be particular in selection to give children opportunity to develop skill in areas where help is needed.

Thus a teacher, through careful planning and organizing of a learning environment has provided for stimulating, varied, and valuable learning experiences for the entire group. She has left some activities which will carry over into tomorrow and some children will be ready to go to work with very little help. She has worked continuously toward broad general goals and very specific goals for the total group, each sub-group, and individual in her classroom. At the end of the school day she will take time to evaluate the outcome. Goals will be stated in terms of questions and they may now be answered. The answers she gives will be a major factor in the planning for tomorrow.

TOTAL GROUP INVOLVEMENT

Mrs. Patricia Mahaffey
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Teachers sometimes wonder if all the children in their classrooms are paying attention. Is Sally understanding what the teacher is trying to get across? One way to make sure the attention of the entire class is on the lesson is by using total group involvement techniques. Total group involvement defined is the following: having all the children in the classroom involved at all times, and in such a way that the teacher can actually see results of this involvement at the moment it occurs. (One example would be holding up signs to indicate the correct response.)

With the use of total group involvement techniques the classroom disciplinary problems will be cut to a minimum, for everyone will be paying attention to the lesson. No child will have the time to play pranks or stare out the window. Because *each* of the children in the class will be answering *each* question, no one will be bored. No child will have to wait for his turn to come around, as each turn will be his. With many of these responses the teacher will be able to immediately spot which children are having difficulty with certain aspects of the lesson; thus, the teacher will not have to grade paper after paper to see which children need help.

Total group involvement techniques can be divided into two large categories: small group work and multiple group response. The remainder of this article will be concerned with the use of small groups and involvement of the total class in multiple group responses. Following this will be a sample lesson plan which involves several multiple group response techniques.

ACTIVITIES FOR SMALL GROUPS

To involve as many children as possible in any activity, small groups have proved a valuable asset. Instead of discussing various activities with the thirty children in the class; thus eliciting perhaps ten

responses, the class could be divided into small groups of three or four at the maximum. The children could discuss the activity among themselves. In this manner each child would have a chance to air his views and expand his communication skills.

One suggestion is to provide a leader for each group. Start off with the most able student, and rotate the leadership position. The timespan of the leadership position would be stipulated beforehand.

Flashcard games can be played in groups of three. The leader will be the "teacher." Sight words would be flashed to the other two children. The child who said the word first would get the card. The student with the most cards at the end of the pile would be "teacher" next. This game can get quite noisy, but the children can be cautioned not to get too loud.

This same group of three can play another game of sight words. This game is patterned after tic-tac-toe. The leader fills in the blanks of a tic-tac-toe board with sight words. The other two children must know the word in order to put up their x or o. The child who wins may be the next to put up the sight words.

In prison the worst punishment a prisoner can have is solitary confinement; yet how often teachers make students work alone. Instead, why not let the children work in groups of two when doing homework or workbooks? Depending on the needs of the class, two children could be put together with the "same" ability or with differing abilities. Many times children learn much faster from each other than the teacher; thus, working in twos can be an asset.

Independent reading can also be accomplished in twos. How much more fun it would be for two to read the same book, discuss it as they go along and decide if it is worthy of presenting to the class.

Let the children motivate their own reading lesson. Divide the reading group into two groups. Let them read the title of the story and look at one picture. Then let them loose with their imaginations to decide what the story will be about. The differences in the two groups can be compared and contrasted. Finally, read the story and see what the author had in mind. Whose story was the best?

Do not overlook the use of pupil consultants or tutors. Lists of children who are good in certain areas of the school work can be posted on the walls. Then, if a student has a question when the teacher is busy in a reading group, the student can go to a tutor. Various tutors could include reading, art, math, social studies, science, and direction follower. This last one is especially important in rooms where there are slow children who have trouble following directions.

Many children feel that they have really not read until they have read aloud. Also many children become bored waiting for their turns to read. To alleviate this, pair the reading group into groups of two and let them read to each other. The teacher should direct this activity, listening for errors that are not caught by the pupil listener.

Tapes can be listened to in groups up to four. Let the children listen to the tape. Then they may do an accompanying worksheet independently, coming together to discuss their answers. Finally, the answers can be checked with the master sheet.

Creative writing is best in groups of four. These groups should last all year as the children will become more and more comfortable with each other and their ideas. After a topic has been assigned by the teacher, or decided upon by the group, it should be discussed thoroughly. Each child should have a chance to contribute to the discussion. He then may write his own story to share with the group later on in the day. The children could discuss the various stories after the readings.

It must be remembered that each class has its own characteristics. Each time a group activity is used, the groups must be prepared for it by the teacher. It may be difficult in the beginning, but as more group work is used, the children will become increasingly independent and used to working under their own supervision.

MULTIPLE GROUP RESPONSES

The idea behind multiple group responses is to have every one of the students answering at the same time. This DOES NOT mean one child answering while the others watch. It DOES mean, however, all children in the room or group answering together.

One excellent way to have the entire class respond is by asking questions that can be answered by "yes" or "no." Each child can be given a sign with yes on one side and no on the other. He can hold up the sign to answer the question. This is especially good because children like to manipulate objects. However, if there are no signs available, one finger could mean yes, and two fingers could mean no. The teacher should have a clip board handy to record which children are missing the questions.

Individual chalk boards are an asset in multiple group response techniques. These can easily be made with masonite boards of 12" by 12" which are sprayed with green chalkboard paint. These materials are easily obtained at a lumber supply yard. As responses are elicited from the children they can all write the answer on their boards and hold them up for the teacher to see. Each child will receive immediate acknowledgement if his answer is right or wrong, and he will be answering all the questions, not just the one that the teacher happened to call him to answer. Magic slates can be purchased and used for the same purpose. Chalk boards, however, are less expensive and last longer.

Flannel boards made from boxes are especially good as the children can keep their flannel pieces safely inside the box. Cover the top with felt, using glue on the back and tape around the sides. This idea is useful in learning to alphabetize. Let the children write their words on cards and glue a piece of felt on the back. These can be easily manipulated to the correct alphabetical position.

Dictionary races are fun for the children, plus they will learn to use the dictionary with ease. Write a word on the board for them to look up. Choose words the class will be using in some content area. At a signal the class begins to look up the word. The first one to find it stands up and his name is called. Names are called as each child stands when he finds the word. When the entire class is standing, the first person is allowed to read the definition. The class then chooses the correct definition by raising the number of fingers for the number of the correct definition.

Individual pocket holders can be made for each child. Fold a piece of construction paper in half and then fold each edge about one inch and staple at the ends. Each child would have a selection of several

possible answers written on a piece of 2 x 2 colored paper. He would insert the correct answer in the pocket chart and hold it up for the teacher to see.

SAMPLE LESSON PLAN

The following is not a complete reading lesson; but rather it is merely a sample of how multiple group responses can be incorporated into the suggested lesson plan of the teacher's manual.

Objectives

- A. Vocabulary and Word Attack
 - 1. To introduce the words "Jemima," "wilderness," "fiercely," "fort," and "rescue."
- B. Reading the story
 - 1. To develop the ability to read inferentially and literally.
- C. Skills Development
 - 1. To develop the understanding that the letter "y" may be either a vowel or consonant.

Procedures

- A. Introduction-Planning for Reading
 - 1. Story introduction
 - 2. Vocabulary introduction (The group is divided into pairs. Each child is given a sentence card with the new word in a sentence and a word card for each new word. Children read sentences silently to themselves using context clues and any other appropriate methods to attack new words. Word cards are then arranged to form funny sentences to be read to a partner.)
 - 3. Location of Story
(Children are given title of story and are told to stand when they have found the page number on which the story begins in the table of contents.)

B. Reading the Story

1. Guided Silent Reading

(Children are given envelopes containing purposes for reading—in this case a question to answer. They are told to whisper the answer to the teacher when they have found it by reading.)

2. Guided Oral Reading

(Children are to read their question and answer as it appears in the book to their partner.)

C. Skill Development

1. Discuss examples of words in which the letter "y" is used as a consonant.

2. After displaying words using "y" as a vowel allow the children to write on their individual chalkboards the vowel that "y" sounds like.

D. Culminating Activity

1. Dramatize the story.

Evaluation

Adapted from *Manual for Teaching the Fourth Reader*, Ginn and Company, p. 116 to 124

Reviewing the lesson plan the teacher will note the ways total group involvement techniques were used.

In the vocabulary introduction section each child was given an opportunity to read all sentences and words both silently and orally, and to manipulate words into original sentences.

In locating the story a technique similar to the dictionary race was used. This gives active children a legitimate reason for moving.

By providing each child with a question to answer in silent reading, the teacher individualizes purposes for reading. Some children may be given questions on a literal level, while others are required to read inferentially. Whispering the answer to the teacher again provides the active child with a legitimate reason to move about and allows more personal contact while enabling the teacher to check comprehension. Each child reads orally to his partner, thus relieving the monotony of listening to many others while waiting for his turn.

In the skills development section each child is forced to react and to become involved with each exercise by responding on an individual chalkboard. This further enables the teacher to check understanding for every pupil.

CREATING TASTES AND INTERESTS IN READING

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The two major objectives of the reading teacher are to teach children how to read and to cultivate an appetite in children for reading. In order to function in today's society, it is essential to know how to read; but the possession of a skill does not insure that that skill will be used to its greatest advantage. If the skill of reading is constantly and consistently employed then it is being used not just to function but also to cope. A prime purpose of education is to enable students to cope with life. Therefore, one hopes that when a student masters the skill of reading, he will be better equipped not only to function but also to cope.

Most teachers deliberately teach children how to read and then leave to chance the development of appetites and tastes in reading. If reading is to become a coping tool—if we are to develop children into readers—we must develop reading programs which stress reading as much as learning how to read. Each child must be guided to stories, books, and poems within which he can find pleasures and experiences which will make him search in other books for similar or greater pleasures and experiences. It is the teacher's role to guide him to the right books and then to intensify his reading experiences by devising dramatic ways for him to interpret and share what he has read. The reading program and process must be constant and consistent. Teachers must be aware of books which will satisfy different children's needs. They must devise ways to intensify what a child reads by the means the child is asked to interpret and share what he has read. The methods the student uses to interpret and share can develop his creative facilities and potentials. Therefore, reading can become not just a tool for broadening a child's perspective, but also a creative means of ordering, interpreting, and evaluating his world and his relationship to his environment.

The mechanics of structuring a literature program are as follows:

1. During a weekly library period a teacher should select books for students which he knows, through study or

experience, to be on the child's reading level and of content to be interesting and stimulating depending on individual children's interests. The vocabulary of the book should be challenging but not overwhelming. A knowledge of books and a knowledge of one's students will determine the subject matter the teacher selects.

2. Determine the number of pages in the selected books each child will be expected to read weekly. This number will vary according to grade level. It might take several weeks for some children to finish their books. Others will become so involved they will finish their books sooner than the designated time. Teachers should be cognizant of this and let it be one of their standards for measuring the effectiveness of their literature programs.
3. Composition books can be used for vocabulary books. Require children to list a minimum number of unknown words and definitions during each week's reading assignment. Spot check vocabulary lists weekly to make sure students are mastering new words. Encourage them to use these words orally and in their writing. This will also help develop dictionary skills and make the child word conscious.
4. The library books a child reads should alternate between the teacher's selection and the child's selection. After reading a book the teacher has selected, the child should select his own book. Any book he selects, unless the teacher knows it is too difficult, should be accepted by the teacher. If a child's particular interest runs to horses, sports, or science, he should be allowed to read as many of these books as he wishes. He will be exposed to other subjects and other types of literature through the teacher's selections. If a child selects a book he has read before, his decision should be accepted. A good book is a pleasurable experience. It is not unusual to want to return to something one knows is enjoyable.

5. While students are required to read library books outside of class, they should also be given a daily period in class to read. The teacher should clarify this period as a time for reading for pleasure and enjoyment in order that the child will make a firmer association between reading and pleasure. It is also a good time for the teacher to let the children see him reading. It is paramount that a teacher share his enthusiasm for reading with his students. This can best be done by having students see a teacher read and for the teacher to constantly share bits and pieces of his reading with his students.
6. Fresh and different means of children reporting and sharing their reading should be developed and planned by the teacher. This is not for the sole purpose of policing a child's reading but also for making his reading experience more intense and enjoyable and deepening his understanding of what he has read. Oral language, creative writing and composition can be used and developed through a child's intense experience in reading.
7. The success of any literature program depends on its organization and flexibility. Generally, a child should finish any book selected by himself or his teacher. However, exceptions should be made when a child's reaction to a book is too negative for him to enjoy the book. The teacher must choose books judiciously, depending on the child's interests, but at the same time introduce all students to a variety of different kinds of books in order that new tastes and interests can develop.

A knowledge and understanding of children's books is requisite to being able to select books for children which they will enjoy and which will help them to become addicted to reading. An adult must not evaluate a book by adult standards alone. What a child should enjoy, and what he does enjoy are not always the same. Teachers must be aware that a child is responsive to much in his environment that adults have long ceased appreciating. The last lines in Wordsworth's "Ode on Intimations of Immortality from Recollections of Early Childhood," dramatize the gulf between the child's sensitivity and that of the adult:

... The things which I have seen I now can see no more.
The Rainbow comes and goes,
And lovely is the Rose,
The moon doth with delight
Look round her when the heavens are bare,
Waters on a starry night
Are beautiful and fair;
The sunshine is a glorious birth;
But yet I know, whe'er I go,
That there hath past away a glory from the earth.

Teachers must not rely on recommended books or award winning books alone. They must be alert to their own children's reactions. Teachers should keep lists of books, stories, and poems which have appealed to students in the past and try to analyze why these books have been popular while others have not. These lists should be used as well as the opinions and ratings of experts when making selections for children.

No form of reporting or sharing reading experiences should be so laborious for a child that it dampens his enthusiasm for reading. The traditional book report is a weak way of reporting when it is used too frequently or as the only way of reporting. Some of the following activities might be used for sharing reading experiences and for involving a child more in his reading:

1. Have children assume the personalities of characters in their books. Have them tell in first person singular of incidents and experiences they have encountered.
 - a. Create new situations and have students react in these situations as favorite characters would react. This requires a greater understanding of the characters being portrayed.
 - b. Have children problem solve as book characters would problem solve.

- c. Have a dialogue between different pupils portraying characters from different books about some current issue.
 - d. Have children tell how their characters' lives would have been different if certain incidents had been altered in their books.
2. Use a variety of puppets and hand masks in your classroom. These will not only intensify reading experiences but also motivate language development. Puppets can free children from the limitations and inhibitions of their own self-concepts. Every elementary teacher should have a puppet stage in his classroom. Children should not only have access to this stage but should be encouraged to use it in a variety of situations throughout the day. The most functional stages are made out of large pieces of cardboard which can be joined and disjoined easily. These cardboard flats should have a variety of square, rectangular, triangular, and circular spaces cut from different parts of the flats. Children can select the flats they wish to use and join them together. They can then use any or all of the spaces from which they wish to project their puppets. Have children make their own puppets for their own literary characters as well as any simple scenery they wish to use with their stage.
 3. Encourage small groups to write short plays from popular books. This can be an excellent method for teaching functional and practical composition.
 4. Have children pantomime characters while other students try to guess the characters pantomimed.
 5. Have students make listening tapes of favorite stories that other students can play and listen to in listening centers.
 6. Have certain times reserved when children can informally discuss their reading with their teachers. This is an excellent way for a teacher to cultivate or ignite enthusiasm for books. A personal conversation about reading experiences can give extra meaning and motivation to a child's reading.

7. Art work can be coordinated with a student's literary reporting. Any visual aids for dramatization, drawings, mobiles, or group murals should be encouraged.

Perhaps, the main reason that poetry is so seldom important to children or adults is that its significance is rarely clarified and communicated. Poems must be presented to children with their purposes clearly defined by the teacher. Poems for humor, story, imagery, and concept are available for the teacher to use for a variety of purposes. What better motivation is there for divergent thinking or a science lesson than Virginia Gibbon's "I Wonder?"

A rainbow comes with sun and rain.
Does anybody know, though,
Why when the sun shines through the snow
We do not have a "snow bow?"

What better lesson in social studies or the power of words is there than Countee Cullen's moving poem, "Incident?"

Once riding in old Baltimore
Heart-filled, head-filled with glee,
I saw a Baltimorean
Keep looking straight at me.

Now I was eight and very small,
And he was no whit bigger,
And so I smiled, but he poked out
His tongue, and called me, 'Nigger.'

I saw the whole of Baltimore
From May until December;
Of all the things that happened there
That's all that I remember.

A teacher should saturate his class with poetry. A day should never pass that the teacher or a student does not read a carefully chosen poem to the rest of the class. Students should be encouraged to

dramatize poems. If a poem speaks of love, understanding, or kindness, pupils can act out these themes by extemporaneously structuring related actions within the classrooms. Poems frequently serve as an excellent basis for role playing.

Children should never be required to write a poem. Writing poetry requires a special talent, and talent can not be taught. Appreciation of poetry, however, can and should be taught.

Half of a teacher's children's literature program should be reading and the other half should be the students' creative effort resulting from reading. Skills of creative writing, fiction or nonfiction, can be cultivated in most children. Let children learn to write from reading. Informally show or lead children to discover how different authors have devised different ways of expressing themselves.

An initial creative writing lesson is for a teacher to present a story or a poem he has written to his class. James G. Brown, an elementary teacher of White Bluff, Tennessee, drew from his own childhood and that of his students in order to write the poem, "Kicking Cans."

A barefoot boy
Kicking a can,
Is something that
I'll never understand.

In dust and mud,
Beginning at dawn,
Despite bruised toes,
He keeps kicking on.

He keeps kicking, though
His universe is small,
And gives one last kick
At his mother's call.

Though late a boy,
I think I'll start
Kicking cans instead of life.
A bruised toe heals, but not a heart.

Children seem to innately appreciate the creative efforts of their teachers. After a teacher reads to his class an account of an incident he has experienced or some story a relative has told him, he can ask his students to interview their parents for some incident their parents remember that shows the world of their childhoods to have been different from that of their children. Students can then write these accounts and let them serve as their first short stories. What great advantages this approach can have! Besides serving as motivation for the child's creative writing, it can give the child a greater understanding of his parents.

Creativity does not always mean doing something that has never been done before. Frequently, it is taking a fresh approach while organizing old ideas. Children need to be made aware of their own creative potentials and teachers must know of their own latent creativeness in order to motivate children. The classroom must be a place for constant growth and no member of the class needs to exemplify growth as much as the teacher.

Books, stories, poems and creative efforts are all paths leading to self realization. Teachers must make certain each child is given fair opportunity to explore each of these paths leading to this ultimate purpose of education. And such journeys are most meaningful when student and teacher travel hand in hand.

THE COMMON STUDY SKILLS FOR ALL DISCIPLINES

Harry Miller
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INTRODUCTION

The independent reader at the high school and college level is the same student whom we see at our beginning reading levels today. Yes, he is a bit older but we note the fact that his beginnings as an independent reader are founded at the early stages in learning to read. He did not gain independence recently. Much skillful teaching laid the groundwork for this stage of sophistication.

What must the independent reader be able to do? His foundation is based on the firm knowledge of the general reading skills. An extension is developed on the specific reading skills which are functional in nature. The specific skills of reading are mastered for all the content areas. This monolithic development is interlaced with the mastery of the common study skills. These are the skills which contribute so dearly to the success of the student. These generally enable the student to become so efficient in his study that he is most effective.

THE GENERAL READING SKILLS

Interestingly enough the general reading skills can be defined and introduced (no guarantee of full mastery, of course) during the first three years of beginning reading instruction. The student's success here is required for the next stage of development—the specific reading skills of the various content subject areas. However, success in the beginning level does not guarantee success in the later stages.

THE SPECIFIC READING SKILLS

Soon after the introduction of the several reading skills the curriculum requires the mastery of success in reading in specific content

subject areas. Teachers soon begin to introduce to the students reading skills unique to various content subject areas, e.g. science-reading, mathematics-reading, social studies-reading, music-reading and a host of others. As we climb our education ladder, the number increases.

More and more is the student dependent upon the teacher for the introduction of the specific reading skills. Greater is the responsibility of the teacher for the careful scrutiny she must give the development of her students.

THE COMMON STUDY ELEMENTS

The thread of commonality that permeates all of the content subject areas is the study elements that are necessary for success in every area of curriculum. Teachers should remember these as the seemingly minor achievements that we do which lead to our success in an area of the curriculum. A more detailed listing of the common study elements is as follows:

1. Location of texts and references

The student needs to be acquainted with possibilities of sources for locating material that may be pertinent to his subject. This includes a review of his mastery of that great mystery—the card catalog.

2. Selection of the appropriate material

The student has to be able to select the material which will prove most worthwhile as a source for him.

3. Evaluate the material

A measure of a student is the fact that he is able to evaluate the material he has located. Is it worthy of his time to read? Is it prepared by a valid source? Is it current?

4. Organize the data

Once the student has considered the material valid he needs to be able to organize the material so he may use it.

He has to develop a manner that is effective for himself as a student. Should he take notes as he reads? Should he retain the information on note cards? Should he consider the preparation of an outline once he has prepared the entire reading? This the student must choose. Nevertheless, his prime concern must mean the ability to retain the information.

5. Recall the information

In some manner the student needs to be able to recall the information gained. His success as a student is dependent upon nearly perfect recall. He needs to understand the value of spaced practice and of over-learning a subject.

For a checklist for the development of the common study skills the teacher could have the student indicate that which he is able to do, the others, not yet mastered, could be developed by the teacher.

DEVELOPING STUDY SKILLS IN THE SECONDARY SCHOOLS

Robert Kaiser
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"The ultimate test of education is represented by the ability to think. . . . Sequential thought is the result of systematic training."

Norman Cousins

The title of this talk suggests, and Norman Cousins states, that study techniques can be and indeed should be the end result of our educational endeavors. The idea that the skills are taught is a little misleading. We teach children how they should study, and whether or not they do study in this manner is left up to chance. Knowing a study technique is not sufficient.

The development of effective study techniques requires the active involvement of the learner. There is a little known and rather new study system on the market today that has caught this essential ingredient of involvement. It is a reading and study skills kit published by the SOS Press from California, Pennsylvania. This unique little kit demands the active involvement of students as they study. The authors of this approach have recognized that we can no longer tell students how to study, but we have to lead them through study guiding them with a systematic approach. The teacher's responsibility is thus one of building study systems into the context of her lessons. Study skills cannot and should not be isolated.

THE NATURE OF STUDY SKILLS

Often, when the term study skills is mentioned, the thought of budgeting your time or scheduling comes to mind. If not, good study conditions like a comfortable chair, good light and freedom from distractions may come to mind. While these aspects of study are important, they do not reflect the current concept of the term study skills. These terms reflect the connotation of the student actually doing something. The end result is a product. While having good light and

appropriate study schedule are important, the following ideas reflect more concisely what is meant by a study skill.

Study skills are those skills that enable us to become independent learners, skills that free us from the bonds of teacher dependence. They enable us to formulate questions on our own and then pursue the answer on an independent basis. They enable us to retain and recall pertinent information. They are appropriately considered study systems.

Effective study systems should have the following steps or stages:

1. Study systems should enable one to formulate questions that serve as purposes for reading.
2. Study systems should enable one to locate appropriate information in reference material. The system should also insure that the students know where to locate this reference. Do the students know how to use the library?
3. Study systems should enable the students to evaluate the information for relevance to the topic they're studying.
4. Study systems should enable students to organize and develop some means of recording this relevant information. Notetaking is an important skill in recording information.
5. Study systems should enable students to organize the information they have recorded so that it may be utilized at a later time. It is important here that the concept of flexible notes be emphasized so that the student does not waste valuable time recopying his notes.
6. Study systems should enable students to recall pertinent information for examination, for reports or other academic or intellectual endeavors.

However, the stages or steps listed are parts of sound study system. This is not the only consideration for effective study. The

psychological principles of active involvement, whole-part-whole learning, distributed practice and reinforcement must be incorporated into each system.

The following list of study systems, while not inclusive, gives some idea of the variety of techniques available to the student. Each technique is unique in its own way, but one might note that in many ways they are similar. For this reason, students should select a technique and adapt it to their needs. They may find it to their advantage to combine the steps from several systems. They may find it necessary to adapt techniques to specialized content areas. At any rate, they should be taught the system by using it.

RECOMMENDED STUDY SYSTEMS

The P A T Method

The Survey Q3R Method

OK4R

The Study-Rest-Study-Rest Method

The Mastery Technique

The Five Step Study Plan

The Outline Method

The Diagram Method

The Questioning Method

SOS Press

TEACHING THE ESSENTIAL READING SKILLS IN SCIENCE

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Educators are constantly probing research, seeking clues to more efficient ways of disseminating the vast stores of knowledge which confront present day students. Where is this need more poignant than in the area of science? Versatile programmers have computerized, synthesized, gleaned and screened methods of selection. None of these can replace the basic requirement of ability to read.

Let's think about the 'why and what' relationships of reading and science and consider those skills necessary that these two may result in a learning situation. Perhaps we need to point up some general thoughts about teaching and learning. What is the teacher's role and the task of the learner? Already we have involved ourselves with goals. Don H. Parker²⁰ in *The Science Teacher*, states that the over-all purpose of reading in science is two-fold: **training** and **education**. Are these two synonymous? No! Training, according to Parker, is skill-getting; education is skill-using. Applied to the reading process, skill-getting is general development; skill-using takes place in a specific content area—in our case science. In the process we call teaching-learning then, the responsibility for training, or skill-getting, rests with the teacher. The learner assumes the responsibility for his own application—skill-using. The learner is master of his own education.

Training in reading considers a spontaneous, automatic response to an immediate stimulus—learning to respond to the sight or stimulus of print on a page. But reading is involved with much more than visual contact. Reading, in its truest sense, is tied in with such advanced skills as judgments or decision making.

The terms **training** and **education** are often used interchangeably, but let us distinguish the fact that education is of longer duration; education goes on and on. This is the reason for Seigfried Englemann's expression in *Reading Newsreport*, "Reading is a terminal skill which goes up to a point and then stops."¹⁰ He is really saying that reading is the primary tool; it is the door opener, if you will, to education. Unless

a child gains the elemental reading skills early and continuously develops them, the door to many skills needed in the content areas remains closed and barred.

In discussion of reading and science we are not attempting to define each as a separate entity; rather, we propose to show that success or failure in science will, in great measure be determined by and is dependent upon the reading capacities and capabilities of students. The closer the reading skills stressed in the reading program are to the skills used in a particular content area, the more transfer occurs and the more the child tends to learn when reading in that area. Scientific content and reading skills are intimately related; each supporting and developing the other.

The correct place to begin then is not with the student but with the teacher.¹⁶ Her role is vital. Most content area teachers are not reading specialists²⁰—nor need they be such. Many have not had formal training in teaching reading skills. Some do not have clear ideas relative to what reading skills are. Unfortunately, it is more true than we care to admit that many subject area teachers do not consider the development of reading skills an integral part of their role. Neither is every teacher equal to the task of supplying the necessary background, experience, and motivation to reinforce skills which were taught and learned through earlier reading instruction.¹⁶ More important, however, is the impact which teacher attitudes may have on the teaching of science... feelings of ease, or lack of such feelings in coping with specific content,¹ are easily and surely reflected in teaching activities. It is imperative to innovate one's attitudes. Are we teaching what children need to know? Does our teaching come alive? Do we make of it a tangible product which our students can relate to life? Given teachers who consider themselves as inventors, providers, improvisors,⁴ who look upon themselves as catalysts and are alive to their subject, you will subsequently find pupils who are imaginative, creative, and curious thinkers... and thinking is the skill most essential to scientific discovery.

While considering the importance of the teacher's knowledge of reading skills, we realize that knowledge alone is not sufficient; knowledge alone does not equip one to teach effectively the material of content subjects. How, for example, does one proceed in developing

reasonable, thoughtful students? How should one provide necessary information and evaluative skills to fit students to make value judgments? First, the teacher herself must be a living example of critical thinking—a person who always seeks reasons and who prods students to do likewise; not one who accepts unsubstantiated responses. Reasons, verifications should be top priorities. Children must be led to formulate supportive reasons for their ideas.

No one questions the need to develop higher levels of comprehension. We are constantly hearing about this aspect of reading. Consequently, the teacher must be cognizant of shades of meaning; she must make deliberate choice of phraseology; she must build receptivity; she must furnish the wherewith for students to translate complicated wordings into language which is understandable. In other words, she must develop the skill to read between and beyond the lines in the finest sense of the term.

The type of question asked directly influences the answer. If the teacher always asks leaning type questions such as, "Don't you think . . ." the student knows he is expected to agree. He easily acquires the habit of leaning on the question. This method of questioning tends to increase dependence and stifles any desire to speculate, to inquire, to test possibilities of understandings. He may settle for trying to please the instructor. After all, isn't this adult deeply involved in his educational destiny? Depth of comprehension too, is directly related to questions asked. When a factual question is posed what else does one expect but a factual or literal answer? If a degree of inference is implied, the answer requires a degree of interpretation, speculation, comparison. When judgment is asked for, the student must weigh, evaluate, think and come up with critical comprehension. Questions should invite a wide range of possibilities to challenge thinking power.

Questioning strategy demands an acquaintance with those characteristics which lead to decreased use of the literal. Steryl Artley says, "Regardless of grade, the essential process is that of raising questions or setting up situations based on reading that requires an evaluative response, and then by a process of guidance, helping the child think his way to an answer."¹²

So much for the teacher role! How about the learner? Keeping in mind that reflective thought is a major objective in developing reading skills in science, let us look for a moment into the nature of experience which is the grist of critical thinking. Experience is defined as interaction of organism with environment. Man employs a cognitive process when experience takes place. He perceives the outcome of his actions and can understand the relationships inherent in his experiences. Essentially, experience is an intellectual activity rather than a physical one and intellectual activity proceeds best through an analytical approach. Children require personal involvement in intellectual activity . . . working not only with their hands, but also with their minds and hearts. In parlance of the day, they must be "turned on" affectively and cognitively.²³

Whatever the motivation, an attitude of inquiry must be developed. Some authors would have us accept the theory that if adequate motivation and interest are present the student will attain sufficient zeal to master any content. It simply is not so; it does not follow. Beyond motivation and paramount to interest, self-declared purposes are especially significant. In pursuit of purposes in scientific reading, ability to follow a sequence of directions may be the determinant of success. In science, reading must be exact, careful, analytical, and done in a slow, study type manner. Attention is paid to precision of terms since expository writings are often terse. The scientific method SQ3R is a good approach to problem solving. The student needs to be adept with formulas, charts, graphs; he must learn to state the problem, enumerate the facts, formulate his hunches, investigate facts, substantiate all data, work toward a conclusion, and then verify his process.

That which distinguishes the student from a placeholder in the classroom is diligence in seeking, judicious weighing of information, competence in reconciling what he reads at a given time and place with what is encountered elsewhere.²⁶ Given motivation, interest, and diligence is minimal reading ability adequate to proper formation of judgments or decision making? I think not. Strang proclaims that, "Proficiency in general reading is not enough . . . special reading abilities must be developed in each subject."⁸ Nila Banton Smith weaves the same thread of thought through her writings when she speaks about, ". . . the kind of reading that will contribute to problem solving . . . the kind used to delve deeply into math, social studies, and science."⁸

We all know that levels of perception differ; kinds of reading differ; kinds of skills needed differ,¹⁶ but one constant is development of critical faculties. Critical reading identifies with assimilation. The reader goes on his own, as it were. He takes a diversified route, stands back from the written word, evaluates for authenticity, and places judgment on what he has read. In this procedure the student must exercise caution. Someone should prepare the novice to meet and accept writings, not at face value; nor for what they say, but with an open mind regarding implications and half-concealed bias.

Assimilation to be productive implies reaction. Accumulation of ideas is a sterile process if assimilation does not result in use. It is the responsibility of content teachers to instill skills of assimilation in students. Knowing sub-skills and when to apply them is invaluable in science. Use of such skills as skimming and surveying can become automatic with practice and help to avoid waste of time in poring over irrelevant materials. Just as assimilation necessitates a command of many ideas, facts, and much experience; it likewise requires facility with a multiplicity of adaptable skills.

Teaching the skills of reading and teaching mastery of content meld into one activity when teacher and learner distinguish, and bring into focus, elements common to all study, and systematically combine these with a method appropriate to varied subject content. Unquestionably, the method must allow the teacher to impart skills which she expects students to apply. It must also permit her to make economical use of time to teach thoroughly and provide for activities as varied as her initiative and imagination foster.

George Mallinson states, "one does not expect every student to climb to the same height on the same flag pole, but every flag pole climbed should be stuck in the ground."¹⁸ Basic to all learning is the foundation, the ground structure, the thinking power of the learner. In every endeavor, today's trend is to utilize to the fullest man's distinctive capabilities as a thinker. We are encouraged to seek answers to the "why" behind every "what." Science, in particular, is all wrapped up in discovery and creativity. Science is a pursuit—not a collection of facts. I like Paul Hounshell and Edwin West's way of

expressing it in an article of *The High School Journal*. They remind us that "Today's facts" in science may be "Tomorrow's falsehoods."¹⁴

We ask ourselves which way we should go once we have the notion of the teacher role and the student responsibility in the learning act. Logically, the next step is consideration of the process. This brings us right back to our original premise—goals and objectives. It isn't a new idea at all. Behavioral objectives is a phrase in the forefront of every present day educator's thought. The *intern* teacher is drilled, lectured, and imbued with the importance of writing and putting into effect her behavioral objectives. Through twenty-three years of classroom experience I, and all of you who are teachers, have set our sights. We have had a discernible educational purpose in every lesson; we knew where we wanted to lead; we understood how we proposed to change thinking behavior of our students.

Teaching with behavioral objectives well in hand then means first, the science teacher readies her students for the reading of the text lesson by identifying the particular concepts she hopes to develop. Let them in on the secret of just what they are working toward. Have you known teachers who were ingenious in keeping objectives concealed as though learning was some dark, mysterious affair to be parceled out in bits and pieces at stated times—as though knowing purposes might somehow interfere with discovery? This is not to say we tell them in spelled out terminology just what concepts are being developed. Such action might impede student incentive. But why not construct a basic foundation on which they can build by furnishing clues to enhance their search for knowledge? Such procedure seems a more sensible approach.

Granted a clear understanding by teacher and students of concepts involved, the instructor strives initially to determine the functioning level of each one in her class; she accesses the present knowledge of the matter at hand. She decides where instruction should begin and determines materials to be used. Incidentally, basic subject matter material must be such that the majority of students can read and work with it. Exceptions need be made and instruction individualized to the extent necessary. Every student must "explore"¹⁸ on a solid foundation... flag pole in the ground idea! Since we aim for understanding ideas imbedded in textbooks, reading with meaning

becomes vital. There is no room for fuzziness or confusion of shades of meanings. Understanding of meanings and reorganization of meanings to fit the learning situation demand that the quality of reading be such that it is stimulating and comprehensible enough to be functional. Otherwise, boredom quickly results.

Concepts in science are often quite intricate. Our task is to untangle the abstract web and present it concretely. Right here it might be well to mention that teachers too frequently take for granted the general understanding vocabulary of children.¹⁷ In a unit on weather, for example, why not simply tell them a meteorologist is a weatherman?

Terminology is so frequently the source of frustration in a science lesson. Simple terms like steam and stream are easily confused with the resultant nullification of an experimental endeavor. Considering the propensity of fire, which of these terms explains the reaction of fire on matter? Does it consume, rearrange, reconstitute? Scientific vocabulary is technical. Students may encounter a barrage of words in an unfamiliar context such that this factor conditions their understanding the text. Consider that:

1. Many terms are of a mathematical nature
2. A special meaning may be attached to common words like force or body
3. Expository statements are concise (laws, definitions)
4. Affixes, unless explained, imply difficulty

Again, any given lesson in science tends to be filled to overflowing with concepts. If these were presented singly, with thinking time allowed, chances are most children could handle them one at a time. As it is, when bombarded, children are overwhelmed not only with the profundity of ideas, but also with the incessant rapidity with which new concepts occur. Great demands are constantly made on the student's ability to read with highly specialized skills and on his efficiency in shifting frequently from one advanced skill to another.

Can he decode the language and comprehend the vocabulary? Is he able to organize and reorganize, utilizing cause and effect relationships? How competent is he in drawing inferences; interpreting

symbols? Does he show aptitude in tying facts together? Will he go beyond the printed page to research his finding—verify them? Does he accept every statement of the author? Can he take into consideration bias, point of view, writer's competence? Is he self-directing in following instructions of a written experiment and can he predict outcomes? What capabilities has he in using acquired knowledge to draw conclusions and form judgments? Can he determine if conclusions follow naturally from facts given or might there be equally valid results other than what he reached? Is he willing to change his predetermined or fixed notion as a result of investigation? If he is this thorough and has done all these things, can he now stand on his own two feet and defend his decisions? Can he reinforce concepts developed and clear away any misunderstandings or misinterpretations which his classmates have held through his explanations?

These types of activities, in which we expect our students to participate, require most extensive reading skills. Is it any wonder that the poor reader is bewildered? He is not prepared to work in the abstract area of science. One way to help the slow reader is to use as many modalities of presentation as possible: visual aids, supplementary materials, printed matter at a level of his acceptability. Multi-sensory approaches place difficult concepts in easier focus and more within the reach of the struggling reader.

As with all teaching-learning situations, success is the element which stimulates desire for increased participation and furnishes the ego strength to take an additional chance, to venture further into speculation, to prove his worth, and to demonstrate with a measure of security whatever contribution a student is able to make. Give him the opportunity! Someone has said that key emphasis should be placed on problem solving rather than problem doing. It is helpful for the student to know that, particularly in science, not everyone is expected to come up with the same answer: there is room for open-ended investigation. There may be a multiplicity of ways and a number of possible means of evaluation without preconceived, definite or final conclusions being demanded. It is essential then to develop self-concept simultaneously with scientific concept.

The planned approach justifies the energy expended by the student in providing occasions for him to use his acquired skills. It

assures him the opportunity to apply knowledge; to do something with what he has studied, and this with repetition frequent enough that skills of inquiry become habitual and integrated into his cognitive powers.

There are two sides to the coin: extremely refined skills are demanded in reading the content of science; conversely, these skills are enhanced when made relevant in practical, realistic, and specialized learning situations. When one realizes that his current study method is inadequate to a present assignment, he is in excellent atmosphere to do whatever is required to improve his abilities and strive for efficiency in attaining a real life objective.

Basically, teaching reading in science requires two things of the instructor: first, find a way to develop skill-getting in the general reading areas of vocabulary and comprehension; second, start where the student is, move as fast, as far, and to the depth he is competent to proceed, while providing the necessary guidance and materials to create a good learning environment.

It is unreal to assume that learning has taken place merely through the act of reading an assignment.¹³ Unless the experience results in some desired change in behavior learning has not happened. This is why we stress the advantage of teacher and student awareness of objectives. Consequently, assignments must be crystal clear if students are to read resourcefully and intelligently. Assignments must challenge student initiative. Materials of the assignment supply the launching pad for student take off. Just as interest is a potent factor in acquisition of knowledge, so also is the material used an element. Therefore, materials must be able to compete with the times as well as be of a nature and level to bring about optimal independence. Sometimes the difficulty is not with materials but is rather a matter of ability to verbalize understandings. It is important to detect evident lack of expressive vocabulary. We have all observed the youngster who is adept in connecting batteries, tubes, wires, and whatever else goes into construction of a radio.¹⁹ This same lad may not be able to explain in grown-up terminology the complicated theory involved in the electronic assemblage, but he certainly has produced a workable proof that he understands the mechanics of the product.

By nature, children are curious. Science is perhaps, the best media in which to enkindle the flame of curiosity, arouse the spirit of inquiry, and generate the thrill of adventure and discovery.

In conclusion, I should like to quote from Russell G. Stauffer . . .
"The noblest skill we can give a reader is the freedom to examine his
own thinking, to raise his own questions, to seek answers diligently and
boldly, to analyze and act."

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TEACHING ESSENTIAL READING SKILLS IN ENGLISH

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If we think of it, all that a University, or final highest school can do for us, is still but what the first school began doing—teach us to read.

Thomas Carlyle⁴

Every teacher of subject matter encounters the problem of teaching students to read in his particular field. However, it is usually the English teacher's responsibility for teaching general reading skills that are used in all kinds of reading, and the specialized reading skills required for the reading of literature.

Naturally, teachers are interested in the improvement of all students' reading skills, but there is a special concern for those who are not reading at levels comparable to their mental abilities or at their grade levels. It is for those students whose need for more concentrated study in the basic or essential reading skills that emphasis will be placed in the teaching of the skills.

Before getting into the teaching of the necessary reading skills, I would like to mention at least one factor, which would help to contribute to a better teaching-learning situation. I use this preface because it is a problem in many classrooms and it is a prerequisite that is necessary and conducive for learning, apart from instructional activities. This factor is developing a sense of responsibility in the students. Every student should have stressed to him the importance of being in school everyday. Also, students should learn the responsibility of being on time to class and having pencil or pen, paper, and a book to work with. Seeing that each student completes his work assignment is also important. The teacher should be sure that the student is capable of doing the work—then the responsibility lies with the teacher and the student in seeing that it is completed. This takes persistence but standards should be set by teachers in order that the students will understand that certain requirements must be met before they can get credit for work.

Dedicated teachers care and they try to teach so that the students learn according to their ability. They feel as Francis Keppel, a former United States Commissioner of Education, felt. He said, "Education must make good on the concept that no child within our society is either unteachable or unreachable—that whenever a child appears at the door of our schools he presents a direct challenge to us and to all our abilities."

When the students do appear at our doors, what do we do? We might compare the students to the patients of a doctor. Each patient is treated individually. The doctor wants to know what the symptoms are; what the problems are; and wants to know any other information that will help in treating the patient. Often he gives tests, and from the results prescribes the necessary treatment. The patient returns, if necessary, for continued treatment until he is well. After that he visits the doctor only to stay well. This analogy is clear as far as the teacher-student relationship is concerned. Teachers need to probe and get information about the students in order to know what their needs, strengths, and deficiencies are.

Teachers have the opportunity to do this at the beginning of school and all during the year. They want to teach and reach every student. In order to do this, teachers need to know as much as possible about the students before the teaching of reading skills begins. Sources of information that are helpful are accumulative record cards, informal teacher made tests and diagnostic or survey tests.

After diagnosis, the teacher is likely to find there is a very wide range of reading abilities. This range may be as great as eight or more grades among pupils just beginning high school, and even greater at higher levels. A major responsibility for teachers is that of providing for the wide range of reading abilities. The following are practical suggestions for providing for these differences:

1. Grouping within the class on a flexible basis so that students may learn from each other. This may be done according to needs, interests, or abilities.
2. Providing a variety of reading material as well as multi-level reading material for the wide range of reading levels.

3. Encouraging projects that make it possible for all students in the class to participate according to their ability.
4. Assigning different purposes for reading and asking different questions for one selection read by all students.
5. Permitting pupils to explain the techniques or methods that have made learning easier for them.
6. Giving individualized instruction to a particular student or students when there is a specific need for it.
7. Having students keep a progress chart of their activities so that day by day checking can be made on their improvement.

After preparations have been made for instructions, what are the essential reading skills to be taught? Effective teaching of reading demands the development of many skills and abilities. Teachers need to spend more time thinking about the skills they are to teach, how they are to teach them, and the materials that are most effective for their development. Content is important but content without understanding and meaning cannot stand by itself.

Not all students entering high school are able to read the words found in the English texts. Even though books may be used that are at their reading level, there will be new vocabulary words with which they will need help. The teacher may have to help the students in analysis of difficult words by working with them through the following steps: (1) taking off prefixes and suffixes, if there are any, to see how they change the meaning of the root word; (2) identifying the root word and (3) dividing words into syllables. For some students many additional experiences with words are necessary before effective reading can be done.

Once a student is able to recognize the printed words, he has to be able to combine them into thought units which have meaning to him. The ability to comprehend is a complex process and is fundamental to reading for meaning. The handicapped reader often has

an inadequate background of experiences to bring to the printed page. The teacher needs to make every effort to enrich his background by providing him with a variety of direct and vicarious experiences. A large variety of easy reading materials should be available for his use. Difficult concepts should be explained and discussed before he proceeds with silent reading. Practice in reading for varied purposes is necessary. Too often students have been given practice in reading only to answer questions about specific details.

Repeated urging of the student to read more carefully produces little result. He must be given direct instruction and practice in specific techniques if he is to read thoughtfully.

In addition to the re-teaching, if necessary, and expansion of the common reading skills of word analysis and comprehension and the mastery of common study skills there are specialized reading skills required for reading different kinds of literature.

Marksheffel (8) p.170 states in the following two paragraphs that:

Goals of literature must be adjusted to student needs and capabilities. It isn't a simple task to set different specific goals for different groups of students, but it is practical, worthwhile, sound, and a mark of efficient teaching.

Of all teachers the English teacher is the one who has contact with every kind of student who is in the secondary school. There are students who are brilliant, average, and below average; there are some who are motivated, others who are non-motivated, and I-dare-you-to-teach-me types; there are the emotionally stable, highly emotional, and non-emotional in their reactions; there are the sure, the unsure, and the vacillating types; there are the developmental, corrective, and frustrated readers; and there are the educational cripples. Yet each one of these individuals is expected to increase his listening, speaking, reading and writing skills while acquiring aesthetic and ethical morals from the literature prescribed for his grade level.

Since literature is something that should be read for enjoyment and appreciation, it is important that students be given something to

read that they can comprehend. If the literature is too difficult, frustration takes place, and the teacher is defeating the very thing that he is trying to accomplish—that is, making reading a pleasing and satisfying experience.

Knowing the approximate needs and capabilities of the students, the teacher can determine the types and degrees of sophistication of literature appropriate for the different groups.

The types of literature and some of the special skills needed for each type are as follows:

1. The short story—From learning how to choose the main idea, it should be easier for the students to state the central theme or motive of the short story. From sequence of ideas in general reading, it should be easier to develop the series of events leading to the climax. A purpose for reading could be to note the opposing forces in a conflict in the story as well as determining the plot and knowing the characters and the locale.
2. The novel—Length distinguishes the novel from the short story. Both have a setting, characters, and a plot. Allow students to select books for themselves. The present interest of the student must be recognized. The teacher should get the students interested in a novel and should show how it may be profitable and meaningful for them if it really is.
3. The autobiography—An autobiography is the story of a person's life written by the person himself. Not only does it give chronological facts and achievements, but it reveals the real personality through words.

For a better study of the person, reading a biographical sketch first, aids in a more critical type of reading about the person.

4. The essay—An essay is a short literary composition on a single subject, usually presenting the personal views of the

author. The author expresses himself directly, openly, and often wants to inform or convince the reader about something he believes. In teaching the essay groups might be divided to examine essays on various topics. This permits groups of students to compare different authors' viewpoints on the same topics.

5. Poetry—In the high school years, the primary aim of poetry should be pleasure. Teachers must be aware of the students' thoughts and emotions rather than the teachers' desires or tastes. Also teachers should know the right poem for the right student to encourage the love of poetry.

"Students are helped in their interpretation of poetry by knowing something about the poet, by sharing experiences and feelings he is presenting, and by understanding how he uses comparison and contrast, rhythm, and sounds of words to create the impression he wishes to convey." (11) p. 213.

Students like poems that they can understand and poems that relate to their experiences. Oral reading of poetry by the teacher and by students provides training in reading poetry silently.

The poet usually has in mind to express a thought, an idea, or an emotion in the most appropriate terms. That is why there are so many kinds of poems.

6. Drama—Drama should be read to visualize action, to interpret connotations, and identify tone and mood.

Plays should be read more slowly and carefully than the short story or novel. The inexperienced reader should begin with a simple plot and with an uncomplicated development of character and setting. Later symbolism in plays may be studied.

How will you as a teacher use these skills in your class? If teachers consider that students are different in intelligence, background

experience, environment, physical health, attitudes, emotions and ambitious desires—they will make the adjustments necessary for all students to learn. Differentiation of instruction in every classroom is the chief identifying characteristic of good reading instruction. Optimum learning is dependent upon teaching at the student's instructional level. Then it is reasonable to assume that teachers cannot follow a curriculum guide for all students when it is constructed for one grade level.

In teaching certain reading skills, it seldom is necessary to teach one skill the entire period. Sometimes ten or fifteen minutes on a skill is sufficient. Often three or four activities can be planned and used during a period. This keeps the students from becoming bored. Variety helps to keep the students "alive" and interested. Shorter and frequent reinforcement periods are more effective than long, drawn-out instructional periods.

The teacher should always keep in mind the needs of the student and gear instruction accordingly. Certainly, students who are very deficient in reading and the other language art skills should have concentrated instruction in the basic skills. For many, knowing how to fill out an application correctly may determine whether he gets a job.

Since reading cannot be isolated from the other communication skills, it is important that all of the language art skills are integrated in English. An effective way to do this is to involve all students in a guided reading lesson. This could be a short story, poem, or a newspaper article. Reading the material, discussing the story, listening and reacting to comments and writing a short assignment would include the use of the four communication skills.

The one way to learn to read is to read. If students have materials that really interest them and the level is easy enough to read, they can read and learn.

"Every student has a success level. Begin with that."

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ANXIETY AS AN AFFECTIVE FACTOR IN READING

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The longer I work in the areas of teaching, testing and counseling, the more awareness I have of the necessity for better reading comprehension and communication skills, both in writing and speaking. Some of you have had my experience of picking up a college student's paper and wondering if Dick and Jane had ever gotten beyond first base; or of having a student come to you and ask you to read a test item so that he could answer it.

In counseling with students, I have found over and over again that improvement runs parallel with a student's capacity to comprehend what I am saying to him regarding his behavior and to express accurately his own ideas and emotions. And so, I've approached my topic—emotion, or, if you will, affect. I'd like to consider with you the effect of affect on learning. There are many faces of affect—love, fear, anger, anxiety; but time allows a look at only one face, so I have chosen anxiety.

Clifford Morgan defines anxiety as a "vague or objectless fear," a definition which makes the state sound harmless enough. However, the anxiety that I will refer to in this paper is not the transient, mildly uncomfortable "butterflies in the stomach" sensation which besets child and adult on occasion and has as its basis a clear and present danger. The anxiety under consideration here could best be understood by defining the characteristics of a drive. Miller and Dollard define drive as any stimulus strong enough to impel the organism to activity until that stimulus is reduced in intensity. It is inherent in any drive state that reduction of that drive is necessary to maintain the equilibrium of the individual. In the case of anxiety, an object is sought and some action toward that object undertaken. According to Miller and Dollard, if the action is drive reducing (e.g., reinforcing) it is learned. This is true even though the choice of object and resulting action may be unconsciously motivated and consequently, not understood by the individual.

I think it will be easy to understand why anxiety as a drive seeks reduction if we consider for a moment the characteristics of this affective state. Ferris N. Pitts, Jr., in a study undertaken to discover the causes and possible treatment of anxiety neurosis, listed the following symptoms (experienced to greater or lesser degree) described by anxious patients: paresthesia (abnormal, tingling sensation), tremor, shakiness, dizziness, palpitation, giddiness, cold, nervousness, dyspnea (difficult or labored breathing), chest pain, blurred vision, nervous chill, weakness, lump in throat, headache, smothering, sighing, faintness, irritability, nausea, choking. In considering these symptoms, I'm reminded of and agree with a statement of one of my colleagues that "anxiety is a great imitator—that is, it can look like anything—a backache, stomachache, headache, cold or operable illness.

Now, let's take a look at our school child and see how he might be the inheritor of such a drive and how he might seek to reduce it, usually at the expense of learning. I'd like to consider the two sources of anxiety for the schoolchild which I encounter most often; and since this is a reading conference, utilize examples of difficulty related to reading.

The first of these sources is primarily educational—deriving from a curriculum, which while suitable for the vast majority of students is not suitable for those with specific learning disabilities. As an example of a specific learning disability, let's refer to perceptual handicap. Perceptual handicap entails in general the misperception of visual and auditory stimuli and the inability to understand or reproduce these stimuli as represented. Such a child might reverse letters or words: "b" becomes "d;" "p" becomes "g;" the word "saw" may be written as "was," etc. And this is true even when the child may be found in testing to be within the average or above average range of intelligence. The emotional disorganization and consequent anxiety of such a child is easy to understand. Dyslexia is a subclassification of perceptual handicap. For those of you not familiar with the term (and there has been considerable confusion regarding it), it was defined in 1961 by the Johns Hopkins' *Conference on Dyslexia* as a genetic, neurological dysfunction, uncomplicated by other factors. Such a dysfunction leads to misperception of the child's world with related problems of learning, particularly in the area of reading. Since the disorder is so little understood, the child is often seen as a troublemaker, lazy, inattentive,

or hyperactive. The terms applied are endless and the effect of these terms is not lost on the child. Starting with a problem which appears inherent to the individual, and does not lend itself to traditional learning techniques, the child is introduced to such techniques and expected to prosper. When he does not, too often, the result is anxiety.

Let's turn now to the second source of anxiety for the schoolchild, acquired anxieties which lead to learning difficulties. Such anxieties may arise from a large variety of causes. Most often, I think, they are related to the home environment and the conflicts encountered there. Children become the standard-bearers for mothers and fathers, with all the attached hopes and dreams that that position embodies. A mother, defensive about her own social status, has an inordinate need for her child to stand first in his class. Another may never praise her child, only indict him for poor performance. If he brings home an "A," having been nagged about it for a year, he is asked why he didn't make the grade sooner. I refer to this parental behavior as the "damned if he does, damned if he doesn't phenomenon." The following example by Gates describes the behavior of a child caught in a conflict between a mother and father and its results:

A boy had been sent to a progressive school on the insistence of the mother and despite the opposition of the father. The mother contended that the progressive school would provide more fruitful education whereas the father predicted that no good would come out of the new-fangled ideas. He maintained in particular that the child would fool around most of the time and not learn to read and write and do his arithmetic. Once the pupil had started going to the progressive school the anxious mother tended to nag him to do well, particularly to read well. The father continually sought for evidence that the boy was doing poorly. The boy thus found himself the center of a conflict between the parents. The boy fluctuated between periods in which he appeared to be learning to read reasonably well and periods when he seemed to have forgotten what he had previously learned and was unable to learn any more. The boy really wanted to please both

parents. At first, he alternated from a favorable to an unfavorable attitude and eventually he became confused. The pupil thereafter made uncertain progress and was reported as a reading disability. Fortunately, in this case after studying the motivating conditions in the home and in the school, the examiner discovered the vital factors. When the situation was explained to the parents and all was understood and forgiven, the boy proceeded to learn rapidly and well.

The anxiety evoked, whether the result of a learning problem or the cause of it, takes on the drive qualities mentioned at the outset. The anxiety becomes the prepotent motivation and any response that serves to reduce it is reinforced. In a few instances the drive or anxiety may lead to superior school achievement rather than lack of achievement, but usually at the expense of fulfilling other motivations. In these cases, school becomes the sum total of the child's existence. More often, the anxiety will be reduced by an avoidance response. If the very sight of certain subject matter arouses the disruptive emotion, the student will necessarily try to avoid it. A student who is "inattentive" or who "cannot concentrate" may well be escaping from painful reality into fantasy. Social pressures and his own aspirations force him back into school and he is caught in an approach-avoidance conflict which maintains itself until there is some resolution. In still other cases a school problem may become a tool that the child can use on both parents and teacher, having found that he can retaliate against their pressure by failing and being a "problem child." These responses of avoidance and retaliation are learned because they reduce anxiety. Only by understanding and resolving the parent-child conflict can improvement in school be attained.

In conclusion, what has been my purpose in presenting you with information that may be only too familiar to many of you? I want to re-evolve an awareness of the necessity for dealing with the detrimental effects of anxiety early so that someone won't have to deal with these effects in counseling or therapy when the person is 18, 25 or 30 plus. Over and over again the need for early detection and early treatment of emotional problems must be stressed. That seems to be one of the few

points on which all theorists agree. The addition of years alone brings a magic cure to only a few exceptional, insightful individuals and then usually only at the expense of unnecessary and time-consuming worry and self-examination which denies the term "magic." Not all children who cause you difficulty are perceptually handicapped or have real emotional problems. Some are willful and need discipline primarily; others come from environments where little value is placed on education and constant encouragement is necessary to instill tolerance, if not love, of the learning process. However, some do have the problems we have been discussing and you are in a unique position to discover and separate one from the other. I often think of primary and secondary teachers as surrogate mothers who have, or should have, the objectivity regarding children that mothers can never have.

Once you have identified anxiety-related problems, what resources are available to you? There is no need to list all of the agencies and classes in Memphis which deal with such problems. A telephone call to the Board of Education, or to the departments of Education or Psychology at Memphis State can provide the necessary information regarding testing or referrals.

One final word: In *all* of these attempts to remedy problems in the learning process you are not going to be successful. In fact, I have often thought that you win a few and lose a lot. But now and then you get responses which indicate that appropriate referrals were made, parents heeded and results accrued. So, though you lose a lot, the wins take precedence and prevent you from throwing in the towel. As some of my students would say: "The successes are where it's at."

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**COOPERATIVE PLANNING:
A KEY TO A SUCCESSFUL READING PROGRAM**

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A successful reading program requires the efforts of many categories of people. To discuss the roles of each category, from the taxpayer to the child, would be an impossible task. However, I believe it is in the realm of feasibility to discuss the roles of several people who are involved in a successful reading program. The roles I shall discuss are those of the elementary-school supervisor, the elementary-school principal and the classroom teacher.

The elementary-school supervisor, who may be known by other titles as a member of a central office staff, is in the position to offer broad leadership to a reading program. Among those tasks in which he will be involved is the task of planning a system-wide program in cooperation with several professional study and planning groups.

The supervisor will find himself working closely with the elementary-school principal in his effort to plan at the local school level. In this role the supervisor will be acting as a resource person, a consultant, and a coordinating agent. Hopefully, the supervisor can help a principal and his staff focus their skills and resources in a direction that would effect a successful reading program.

Working with groups of teachers and individual teachers who are in need of assistance in planning or implementing a reading program will require a considerable amount of the supervisor's time. It is here that the supervisor can be effective in the practical aspect of a reading program and his influence can be seen where it counts, that is, in the improvement of the student's reading skills.

The supervisor's role should include working with other administrators to provide recognition and publicity for the plans and results of the professional staff's efforts in the area of reading instruction.

The principal and the teacher of the local school are the key persons in the implementation of any effective instructional program.

Reading instruction is no exception. If planning for an improved reading program is to be successful, it must focus on the local school. How many "successful" curriculum workshops, study groups or guide-line committees have failed to make any substantial change in classroom instruction? The answer is obvious and the solution appears available. The inability of school systems' supervisors and curriculum development personnel to make an impact on the reading program stems from the lack of follow-up and planning at the local school level.

It would appear that in a local elementary school there should be planning at three different stages: (1) school-wide planning; (2) grade or level planning; and (3) planning by the individual teacher. Planning at all of these stages would include identification of specific objectives, determining techniques that would help them accomplish the objectives, and deciding how they will know when such objectives have been met. In short, planning in these cases means determining goals, deciding on methods of implementation, and providing for evaluation.

In the school-wide planning stage the professional staff would concern itself with the system-wide goals and policies to be certain that the local school works within the framework of the system of which it is a part. This phase of planning would include those aspects of school board policies that deal with instruction, the administrative prerogatives that deal with instruction, and with instructional resources such as curriculum guides, materials, and personnel available to aid in the improvement of reading.

In addition to the concerns of system-wide policies and resources, the local school should plan its program in those areas that are common to all the staff. At this point in planning, the staff should decide what they can reasonably expect to accomplish and to write these as specific objectives. It should determine the general method by which it expects to accomplish these objectives. This might be done by answering such questions as: How shall we group our students? Will we use a grade system or non-graded system? What type of approach shall we take in teaching reading? How shall time and personnel be utilized? Early in the planning stage, the staff must also decide how it will determine its measure of success or failure. How much emphasis will be placed on standardized achievement tests; which ones? What reasonable level of achievement can be expected of its students?

Obviously the school-wide planning must take place early. Much of what will be planned for next year will take place during the current year or will have already taken place. However, periodic staff meetings should provide for the reminding, the reinforcement, and the alteration of objectives, or methods of implementation, and of techniques for evaluation.

If there seems to have been too much of an emphasis on continuity of effort in planning an effective reading program, it is the planning by the individual teacher that provides balance. Though an individual teacher cannot hope to be the sole determinant of educational policy and procedure in his school, it is his individuality in determining the objectives, the methods of instruction, and the techniques of evaluation for each child that is the final and most vital phase in developing a quality reading program.

Each teacher should have specific objectives that he would have his class accomplish. At the same time, particularly for those who are not a part of the large middle group in his class, he should have objectives that deviate from those he would have for most of the students. The determining of objectives is not enough. After writing these objectives and identifying the students who are to accomplish them, the teacher should very clearly indicate what methods he is going to use in helping the student accomplish the task and how he will be able to determine the amount of success achieved.

If planning and implementing an excellent reading program are to be effective in the classroom, many different categories of personnel will be involved. But the key to success or failure is the planning that takes place at the local school. The greatest deterrent to such planning is often cited as time. Large blocks of time for planning, although ideal, are not necessary. A principal can help his staff develop its professional competencies and help it develop a quality reading program, if he will organize a program for planning that provides frequent opportunities for the staff to discuss its planning, implementation, and evaluation of the reading program in their school.